DOCUMENT RESUME

ED 205 723 CE 029 696

AUTHOR Farmer, Edgar I.
TITLE Regional Staff Development Institutes for Vocational Teachers and Vocational Counselors Working with Disadvantaged Students: Final Report, June 16-27, 1980.
INSTITUTION North Carolina State Board of Education, Raleigh.
SPONS AGENCY North Carolina Governor's Office, Raleigh.
PUB DATE Jun 80
NOTE 156p.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Career Counseling; *Disadvantaged; *Inservice Teacher Education; Institutes (Training Programs); Postsecondary Education; *Program Development; Program Implementation; Regional Programs; *School Counselors; Secondary Education; Staff Development; Vocational Education; *Vocational Education Teachers
IDENTIFIERS North Carolina

ABSTRACT

This report describes planning, implementation, and evaluation procedures involved in conducting eight regional institutes to provide staff development activities for vocational teachers and counselors. The introduction summarizes project purposes and objectives and general background information on the 256 secondary and postsecondary teachers and counselors who participated. Each of the eight institutes is then discussed separately. Information provided in each description includes introduction, pre-assessment of participants, treatment given to participants, post-assessment, conclusions, tables of pre- and post-assessment results, program agenda, and participant comments from post-assessment questionnaires. The final section provides discussion and conclusions based on findings from pre- and post-assessments. These major accomplishments are cited: more realistic education/career planning by disadvantaged students; better linkage between secondary education, postsecondary education, prime sponsors, and community; teachers and counselors more sensitive to needs of disadvantaged students and acting as liaison between them and academic environment of school; establishing mechanism to increase information exchange between prime sponsors and educational institutions; improved teacher and counselor skills for working with disadvantaged; and increased percentage of disadvantaged students continuing education into postsecondary level. Suggestions for enhancing success of teachers working with disadvantaged students and recommendations for practice and research are made. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED205723

REGIONAL STAFF DEVELOPMENT INSTITUTES FOR VOCATIONAL TEACHERS AND VOCATIONAL COUNSELORS WORKING WITH DISADVANTAGED STUDENTS: FINAL REPORT

JUNE 16-27, 1980

FUNDED FROM THE ONE PERCENT LINKAGE FUNDS OF THE GOVERNOR'S SPECIAL GRANT FUNDS THROUGH THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

CE 029 696

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

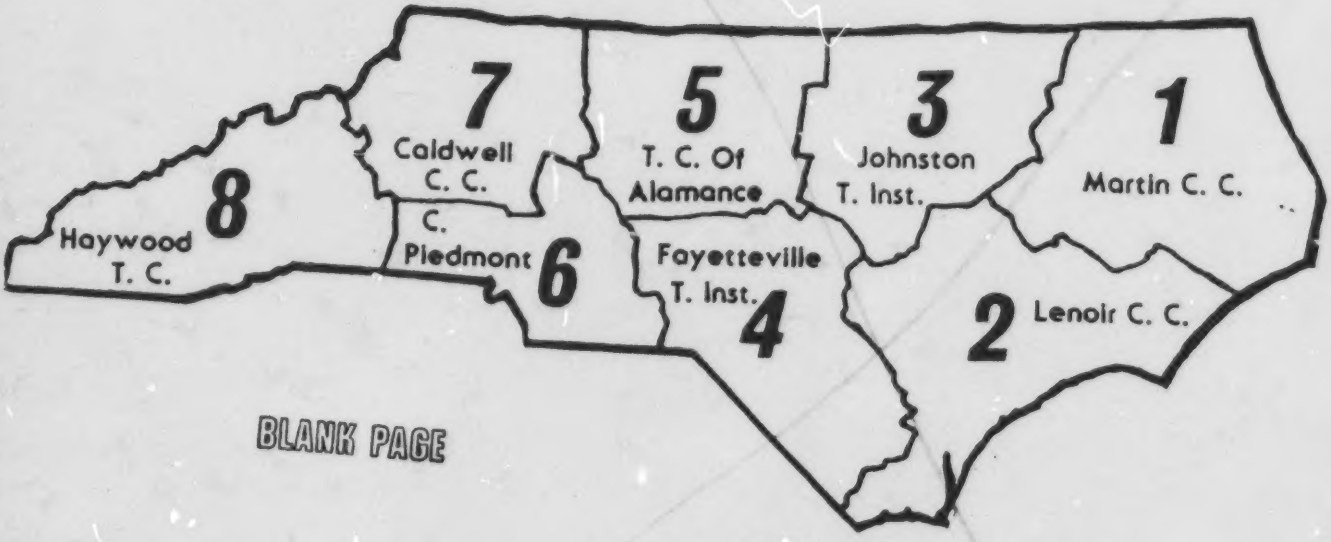
State Board of Education
Raleigh, North Carolina

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumbach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Regional Staff Development Institutes For Vocational Teachers and Vocational Counselors Working With Disadvantaged Students: Final Report



BLANK PAGE

June 16 - 27, 1980

Funded From The One Percent Linkage Of The Governor's Special Grant Funds Through The Comprehensive Employment and Training Act

CE029 696

State Board Of Education
Raleigh, North Carolina

TABLE OF CONTENTS

Foreword i
Acknowledgements 1
Introduction 2
General Background Information 5
Region I & Planning Staff 8
  Introduction 9
  Pre-Assessment 9
  Treatment 9
  Post-Assessment 9
  Conclusion 10
Region I Program Agenda 14
Comments Obtained from District I 21
Directory of Participants 22
Region II & Planning Staff 23
  Introduction 24
  Pre-Assessment 24
  Treatment 24
  Post-Assessment 24
  Conclusion 25
Region II Program Agenda 29
Comments Obtained from District II 37
Director of Participants 38
Region III & Planning Staff 40
  Introduction 41
  Pre-Assessment 41
  Treatment 41
  Post-Assessment 41
  Conclusion 41
Region III Program Agenda 45
Comments Obtained from District III 52
Directory of Participants 55
Region IV & Planning Staff 57
  Introduction 58
  Pre-Assessment 58
  Treatment 58
  Post-Assessment 58
  Conclusion 59
Region IV Program Agenda 63
Comments Obtained from District IV 69
Directory of Participants 71
Region V & Planning Staff 73
  Introduction 74
  Pre-Assessment 74
  Treatment 74
  Post-Assessment 74
  Conclusion 75

Region V Program Agenda 79
Comments Obtained from District V 86
Directory of Participants 87
Region VI & Planning Staff 89
  Introduction 90
  Pre-Assessment 90
  Treatment 90
  Post-Assessment 90
  Conclusion 91
Region VI Program Agenda 95
Comments Obtained from District VI 100
Directory of Participants 101
Region VII & Planning Staff 103
  Introduction 104
  Pre-Assessment 104
  Treatment 104
  Post-Assessment 104
  Conclusion 105
Region VII Program Agenda 109
Comments Obtained from District VII 115
Directory of Participants 116
Region VIII & Planning Staff 118
  Introduction 119
  Pre-Assessment 119
  Treatment 119
  Post-Assessment 120
  Conclusion 120
Region VIII Program Agenda 124
Comments Obtained from District VIII 132
Directory of Participants 133
Summary 135
Discussion, Conclusions, Recommendations..... 136
  General Background Data 136
  Summary of Pre-Assessment 136
  Summary of Post-Assessment 142
Major Accomplishments of the Institutes 146
Suggestions for Enhancing the Success of Vocational
  Teachers Working with Disadvantaged Students 147
Recommendations 149

LIST OF TABLES

TABLE		
1	Frequencies and Percentages of the Regional Institute Respondents Concerning Their Position and Their Sex	5
2	Frequencies and Percentages of the Regional Institute Respondents Concerning Their Place of Employment	6
3	Frequencies and Percentages of the Regional Institute Respondents According to Their Education Regions	7
4-6	Pre-Assessment of Participants for Institute in Region I	11-13
7-9	Post-Assessment of Participants for Institute in Region I	18-20
10-12	Pre-Assessment of Participants for Institute in Region II	26-28
13-15	Post-Assessment of Participants for Institute in Region II	34-36
16-18	Pre-Assessment of Participants for Institute in Region III	42-44
19-21	Post-Assessment of Participants for Institute in Region III	49-51
22-24	Pre-Assessment of Participants for Institute in Region IV	60-62
25-27	Post-Assessment of Participants for Institute in Region IV	66-68
28-30	Pre-Assessment of Participants for Institute in Region V	76-78
31-33	Post-Assessment of Participants for Institute in Region V	83-85
34-36	Pre-Assessment of Participants for Institute in Region VI	92-94
37-39	Post-Assessment of Participants for Institute in Region VI	97-99
40-42	Pre-Assessment of Participants for Institute in Region VII	106-108
43-45	Post-Assessment of Participants for Institute in Region VII	112-114
46-48	Pre-Assessment of Participants for Institute in Region VIII	121-123
49-51	Post-Assessment of Participants for Institute in Region VIII	129-131
52-54	Summary of Pre-Assessment Frequencies and Percentages of Respondents for Regional Institutes	139-141
55-57	Summary of Post-Assessment Frequencies and Percentages of Respondents for Regional Institutes	143-145

Foreword

There are many students enrolled in vocational education at the secondary and postsecondary levels who, because of limitations beyond their control, require special services, programs, or other types of assistance in order to succeed in vocational programs. Instructional and supportive personnel must possess specialized skills in order to assist special needs students in the development of competencies and skills commensurate with their interest, aptitudes, and abilities.

Through the cooperative efforts of the Department of Public Instruction, the Department of Community Colleges, and CETA Prime Sponsors, eight regional institutes were conducted for vocational education teachers and vocational counselors from secondary and postsecondary institutions to provide training in planning and implementing programs and services for special needs students in vocational programs.

This report provides a description of the planning, implementation and evaluation procedures involved in conducting this staff development activity. The summary of the evaluation instruments completed by the participants provides evidence relative to the degree the objectives of the institutes were met. The report also provides documentation of the successful cooperative efforts of different state, regional, and local agencies working together to accomplish a common goal.

Clifton B. Belcher, Director
Division of Vocational Education

ACKNOWLEDGEMENTS

The regional institutes could not have been conducted without the cooperation and assistance of numerous educators and administrators throughout North Carolina. The President's staff of Community Colleges and Technical Institutes cooperated with the Vocational Education Special Programs staff, allowing the institutes to be conducted on their campuses.

Special thanks is given to the CETA prime sponsors that participated in the planning and implementation of the institutes. Their involvement served as a catalyst, especially in the areas concerning economic deprivation.

Most meaningful contributions to the institutes were made by the various regional coordinators and their respective staffs. They include John Hassell, Carter Newsome, Joan Smith, John Huffman, Woody Bostic, Earl Price, Tom Bridges, and Bud Gibson.

The regional vocational coordinators were assisted by many persons on their staffs. Although they are too numerous to name, most of them are noted in this report according to their respective regions.

Appreciation is extended to a number of personnel at the Department of Public Instruction. The following persons provided meaningful input during the planning stages of the project - Cliff Belcher, Barbara Carraway, Danny Hardee, and Harold Butts. Special appreciation is extended to Priscilla Weber, Secretary at the North Carolina Department of Public Instruction, and Bill Mock, Computer Specialist at the North Carolina A & T State University. Their contribution and expertise were significant factors in completing this final report.

Finally, special thanks is also extended to Al Carson, Chief Consultant, of the project and of Special Programs Unit in Vocational Education. His assistance and leadership contributed to the success of the entire project.

Any errors or omission of names and data are attributable directly to the project planner/evaluator. Thus, it is with sincere wishes that this report will make some small contribution to the field of knowledge related to Vocational Education Teachers and Counselors serving Disadvantaged Students.

Edgar I. Farmer, D. Ed.
Project Planner/Evaluator
September, 1980

INTRODUCTION

The Problem

A major problem facing vocational education, and has been for some time, is, "How can we provide effective staff development programs for classroom teachers and counselors in order to enhance their success with disadvantaged students?" In response to this question, the Department of Public Instruction, Community Colleges, and Prime Sponsors in North Carolina joined together and provided eight one-week regional institutes.

The institutes at each educational region were held in a local community college or technical institute. Thus, the scope of the project was statewide; this included approximately 256 vocational teachers and counselors in five days of inservice training at each institute.

A pre- and post-assessment was completed by each participant. Their assessment assisted the project planner/evaluator in determining the effectiveness of the project. The planner/evaluator was selected from the university level primarily because of his background and professional experience with vocational administrators and teachers of special needs programs throughout the country.

Purpose of the Project

There were four major reasons for conducting this particular project. They were:

1. To provide in-service opportunities for 256 secondary and postsecondary vocational teachers and counselors to upgrade competencies needed in working with disadvantaged students.

2. To develop leadership qualities necessary for secondary and postsecondary vocational teachers and counselors to effectively teach and counsel disadvantaged students.

3. To provide linkage between secondary personnel, postsecondary personnel, prime sponsors, other related agencies, and the business community in working with disadvantaged students.

4. To conduct a realistic and effective evaluation of the institute approach for providing future in-service activities for vocational teachers and vocational counselors working with disadvantaged students.

Objectives

The objectives of the institutes were stated behaviorally. Most of the participants were able to complete the following objectives at the end of the institutes.

1. State in writing the legal CETA definition of economically disadvantaged students and determine how to properly identify disadvantaged students with 90 percent accuracy.

2. State in writing at least five major effects of economic deprivation which may affect student behavior and learning such as:

   A. Below grade level in communication and computational skills
   B. Disrespect for authority
   C. Disruptive behavior - active/passive
   D. Failure orientation
   E. Motivation
   F. Negative self-concept
   G. Poor work habit and/or study habits
   H. Short attention span
   I. Others

Each participant was required to design at least two strategies to assist students in overcoming some of their major problems, as indicated above in items A thru I.

3. Be able to assist disadvantaged students in developing long-range career plans, how to become employable, as well as how to get and retain a job.

Each participant was also required to identify at least one appropriate vocational interest and aptitude test for use with disadvantaged students and determine two different methods of administering the selected tests.

4. The vocational teachers and counselors were also required to serve as a cadre to train "others" in their respective LEAs or institutions. Evidence of competence to achieve this objective was reflected as a section of the Plan of Action developed.

5 Develop a tentative Plan of Action for submission to the appropriate State agency. Each plan was critiqued by the workshop presenter. Final approval was granted by the regional coordinator of vocational education. The Plan of Action included:

   a. The legal CETA definition of economically disadvantaged students.
   b. Means of proper identification of these students.
   c. Strategies for assisting disadvantaged students overcome effects of economic deprivation.
   d. Strategies for assisting disadvantaged students develop long-range career plans on how to become employable and how to retain a job.

e. A training plan to assist "others" within their respective schools and institutions on techniques of working with disadvantaged students to improve personal skills, work habits, attitudes, and job skills.
f. Strategies for improving "others" in respective LEAs and institutions.

6. Finally, each participant was asked to submit at least three questions they would like asnwered during the institute.

Answers to the teachers' and counselors' questions are discussed in this document. Thus, according to the evaluation and comments from the participants, most of their questions were satisfactorily answered. The results of the institutes indicated that they were quite successful as noted in this section of the document.

GENERAL BACKGROUND INFORMATION

Job Title

The data concerning job title and sex revealed that most of the respondents were classroom teachers (n=124), about 51 percent as shown in Table 1. As can be seen in Table 1, 59 percent of the respondents were females. It should be noted that some of the participants did not respond to these two items.

TABLE 1

FREQUENCIES AND PERCENTAGES OF THE REGIONAL INSTITUTE RESPONDENTS CONCERNING THEIR POSITION AND THEIR SEX

VARIABLE	NUMBER OF FREQUENCIES PRE-ASSESS	POST-ASSESS	PERCENTAGES PRE-ASSESS	POST-ASSESS
TEACHER	124	127	50.8	53.1
COUNSELOR	50	52	20.5	21.8
ADMIN./COORDINATOR	68	60	27.9	25.1
MISSING RESPONSE	3	0	.8	0
TOTALS	245	239	100	100
SEX				
MALE	99	93		38.9
FEMALE	139	141		59.0
MISSING RESPONSE	7	5		2.1
TOTALS	245	239		100

GENERAL BACKGROUND INFORMATION

Place of Employment

Table 2 presents the distribution of frequencies and percentages concerning the respondents place of employment. Eighty-one percent (198 of 245) were working in comprehensive high schools. A small number of participants worked in vocational technical centers or community college/technical institutes. Unfortunately, only 2.9 percent represented CETA. We anticipate that the articulation with CETA personnel will increase in the near future.

TABLE 2

FREQUENCIES AND PERCENTAGES OF THE REGIONAL INSTITUTE RESPONDENTS CONCERNING THEIR PLACE OF EMPLOYMENT

PLACE OF EMPLOYMENT	NUMBER OF FREQUENCIES		PERCENTAGES	
	PRE-ASSESS	POST-ASSESS	PRE-ASSESS	POST-ASSESS
HIGH SCHOOL	198	202	81.1	84.5
VOC. TECH. CENTER	3	7	1.2	2.9
COM. COLLEGE/TECH. INSTITUTE	34	24	13.9	10.0
CETA	7	5	2.9	2.1
MISSING RESPONSE	3	1	.8	.4
TOTALS	245	239	100	100

GENERAL BACKGROUND INFORMATION

Education Regions

As can be seen in Table 3, 256 persons were listed as particiapants for eight one-week regional institutes. Region VII had the largest number of participants (36), and Region I had the lowest number (24).

Most of the regions had the same number of pre- and post-assessment returns. However, in a few instances, there were some discrepancies. It should be noted that the computations were based on the total number of returned frequencies in the pre- and post-assessments.

TABLE 3

FREQUENCIES AND PERCENTAGES OF THE
REGIONAL INSTITUTE RESPONDENTS
ACCORDING TO THEIR EDUCATION REGIONS

INSTITUTE LOCATION	NUMBER OF FREQUENCIES PRE-ASSESS	POST-ASSESS	NO. PARTICIPANTS LISTED	PERCENTAGE PRE-ASSESS	POST-ASSESS
REGION # 1	24	24	24	9.4	10.0
REGION # 2	31	27	32	12.7	11.3
REGION # 3	30	30	31	12.3	12.6
REGION # 4	31	34	40	12.7	14.2
REGION # 5	32	32	32	13.1	13.4
REGION # 6	26	26	26	10.7	10.9
REGION # 7	36	36	36	14.8	15.1
REGION # 8	35	30	35	14.3	12.6
TOTAL	245	239	256	100	100

LOCATION OF INSTITUTE: (NORTHEAST SECTION OF THE STATE)
MARTIN COMMUNITY COLLEGE
WILLIAMSTON, NORTH CAROLINA
JUNE 16 - 20, 1980

REGIONAL PLANNING STAFF: JOHN HASSELL, COORDINATOR, VOCATIONAL EDUCATION
JEANNETTE SHAW, COORDINATOR, EXCEPTIONAL CHILDREN
DRUE NARKON, STAFF DEVELOPMENT SPECIALIST, EXCEPTIONAL CHILDREN
BILLY REVELS, COORDINATOR, STAFF DEVELOPMENT
JEAN DANIELS, MARTIN COMMUNITY COLLEGE

Introduction

Dr. C. Neil McLeod, President of Martin Community College in Williamston, North Carolina, extended herself and staff to host and present a very interesting and timely workshop. Presenters from Region I, and other regions throughout the State, were utilized in the workshop as shown in the program.

The participants involved in the workshop were vocational teachers and counselors, administrators and CETA personnel. Most of these persons were residents of Region I, which include counties such as Pitt, Beaufort, Hyde, Washington, Martin and others located in the northeast section of North Carolina (see map of Region I).

Each of the participants was required to complete a pre-assessment questionnaire prior to attending the workshop, which served as a treatment. After completing the workshop, a post-assessment was given to each participant. The pre-assessment, treatment, and post-assessment in Region I will be discussed further in this section of the report.

Pre-Assessment

Tables 4, 5, and 6 depict the distribution of return frequencies as noted by 24 participants in Region I. As can be seen in Table 5, most of the respondents felt confident in performing task items 11 and 12 which concerned the identification of resources. In Table 6, the results show that more than 70 percent (18 or 24 or 73 percent) of the respondents felt confident in performing task item 21, "helping disadvantaged students develop positive attitudes about themselves and the world of work."

Treatment

The instructional program activities at the workshop represented the treatment given to each participant. Most of the participants indicated favorable responses to the instructional activities, as noted by their comments. Some examples are, "I obtained much needed information from this workshop and feel that it will be a great help in the coming teaching year," and "this workshop was very informative and I am very pleased to have been a part of it. The instruction was very detailed and helpful." Additional comments concerning Region I are listed in this section (see comments obtained from Region I).

Post-Assessment

In Tables 6, 8, and 9, the post-assessment response frequencies of the performance tasks were indicated by the 24 participants in Region I. The vast majority of the respondents indicated their confidence in performing the task items. However, as can be seen in Table 7, some of the respondents (5 of 24 or 21 percent) did not feel confident with performing task item 8, "identifying the specific nature of the student learning difficulty."

Conclusion

The results clearly show that there were differences in the response ratings of the participants concerning their pre- and post-assessments of the workshop. These differences were quite favorable. It appears that the workshop's instructional activities were very helpful to the participants in Region I as noted by their favorable response ratings and comments.

TABLE 4

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	7	12	2	3	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	3	12	4	5	
3. Establish an appropriate attitude toward disadvantaged students.	1	1	3	13	5
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	2	9	5	7	1
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	4	7	3	5	4
6. Describe several major effects of economic deprivation of disadvantaged students.	1	5	3	11	4
7. Analyze disadvantaged students occupational interest and aptitudes.	1	7	7	7	2
8. Identify the specific nature of the students learning difficulty.	2	9	4	9	

NOTE The response rating for this particular district is based on 24 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 5

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	1	7	4	10	1
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	1	6	2	14	1
11. Identify supportive and resource personnel.		6	4	13	1
12. Identify a variety of community and governmental agency resources.	1	5	3	14	1
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	2	3	6	12	
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	2	13	6	3	
15. Develop instructional materials for disadvantaged students.		6	7	9	
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		5	5	8	6
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.		1	7	9	7

TABLE 6

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	1	5	5	11	1
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	1	4	8	8	2
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.	1	2	8	11	1
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.	1	2	3	17	1
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.		7	7	9	
23. Identify and solve problems concerning how to become employable and how to retain a job.		4	6	11	2
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.		9	10	4	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	1	7	9	5	1

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS WORKING
WITH DISADVANTAGED STUDENTS

Place: Martin Community College
Building 1, Room 14

Dates: June 16-20, 1980

Hours: 9:00 a.m. - 4:00 p.m.

Monday, June 16, 1980

9:00 - 9:30 Introduction of Host
Jean Daniels, Director of Advancement Programs, Martin Community College

Welcome
Dr. Neill McLeod, President, Martin Community College

9:30 - 10:00 Definition of CETA Terminology and Factors of Economic Deprivation
Dr. Edgar Farmer, A & T State University, Greensboro, NC

Definition of Disadvantaged Students in Vocational Education
John Hassell, Coordinator of Vocational Education, Northeast Regional Education Center

Definition of Disadvantaged Students, Community College and Technical Institute
Clarence Biggs, Dean of Student Affairs, Martin Community College

10:00 - 10:15 BREAK

10:15 0 12:00 Motivational Techniques for Educators Working with the Disadvantaged
Wendell Hall, Area Coordinator, Title I, Northeast Regional Education Center

12:00 - 1:00 LUNCH

1:00 - 2:00 Introduction of Presenter
John Hassell

Session I - Awareness and Self-Assessment; How I Feel About Disadvantaged/Handicapped Students
Project PROBE, Kenneth D. Dickens, Coordinator

2:00 - 2:15 BREAK

2:15 - 3:15 Session I - Awareness and Self-Assessment; How I Feel About Disadvantaged/Handicapped Students (continued)
Project PROBE, Kenneth D. Dickens, Coordinator

3:15 - 4:00 Overview of Today's Activities; Evaluation/Discussion
John Hassell and Jean Daniels

Tuesday, June 17, 1980

9:00 - 9:30 Objectives Stated
Project PROBE, Kenneth D. Dickens, Coordinator

9:30 - 10:30 Session IV, Part I
Rights and Responsibilities of Students, Parents and Educators
Project PROBE, Kenneth D. Dickens, Coordinator
Drue Narkon, Resource Person, Exceptional Children, Northeast Regional Education Center

10:30 - 10:45 BREAK

10:45 - 12:00 Session IV, Part II
Guess Who's Coming to School--Characteristics of Handicapped Students
Project PROBE, Kenneth D. Dickens, Coordinator

12:00 - 1:00 LUNCH

1:00 - 2:00 Session V
Strategies for Working with Students with Special Needs
Project PROBE, Kenneth D. Dickens, Coordinator

2:00 - 2:15 BREAK

2:15 - 3:15 Session V (continued)
Project PROBE, Kenneth D. Dickens, Coordinator

3:15 - 4:00 Overview of Today's Activities; Evaluation/Discussion
Project PROBE, Kenneth D. Dickens, Coordinator

Announcements of Thursday's On-Site Visitations
Drue Narkon, Staff Development Specialist, Exceptional Children, Northeast Regional Education Center

Wednesday, June 18, 1980

9:00 - 9:30 Introduction of Presenter
Jean Daniels, Director of Advancement Programs, Martin Community College

Objectives Stated
Dr. Connie Tindel, East Carolina University

9:30 - 10:00 Characteristics of the Disadvantaged

10:00 - 10:15 BREAK

10:15 - 11:15 Identification of Disadvantaged Students in Vocational Education

11:15 - 12:00 Slide/Tape Presentation of Basic Life Skill Materials

12:00 - 1:00 LUNCH

1:00 - 2:00 Teaching Situations in Reading

2:00 - 2:15 BREAK

2:15 - 3:15 Teaching Situations in Math

3:15 - 4:00 Overview of Today's Activities; Evaluation/Discussion
Dr. Connie Tindel

Thursday, June 19, 1980

9:00 - 9:30 Objectives Stated
Drue Narkon, Staff Development Specialist, Exceptional Children, Northeast Regional Education Center

9:30 - 10:30 Special Need Students Considered for Vocational Education Training/Job Placement

10:30 - 10:45 BREAK

10:45 - 12:00 The Interviewing Process

12:00 - 1:00 LUNCH

1:00 - 2:00 Sharing Session of Discoveries
Panel: Jean Daniels, Director of Advancement Programs, Martin Community College
Carolyn Gorham, Placement Officer, Pitt County Schools
Cathy Wong, Employment Security Commission
Linda Bryant, Community Services Recruiter, Martin Community College

Supply Participants with Task for On-Site Visitations
Drue Narkon

2:00 - 4:00 On-Site Visitations with Prospective Employers

Friday, June 20, 1980

9:00 - 10:00 Reporting by Participants of On-Site Visitations with Reaction by Panel: Jean Daniels, Carolyn Gorham, Cathy Wong, Linda Bryant

Friday, June 20, 1980 - Cont'd.

10:00 - 10:15	BREAK
10:15 - 11:15	Reporting by Participants of On-Site Visitations with Reaction by Panel (continued)
11:15 - 12:00	Summation of Week's Activities Drue Narkon, Staff Development Specialist, Exceptional Children, Northeast Regional Education Center
12:00 - 1:00	LUNCH
1:00 - 2:00	Developing an Individual Plan of Action Participants of Workshop
2:00 - 2:15	BREAK
2:15 - 3:15	Post-test, State Evaluations, Travel, etc.
3:15 - 4:00	Complete Contract for 1 1/2 Hours of Extra Credit (For those participants who would like extra credit)

TABLE 7

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.			1	16	7
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.			1	18	5
3. Establish an appropriate attitude toward disadvantaged students.				12	12
4. Familiar with the legal CETA definition and identification of disadvantaged youth.				11	13
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.		1	2	20	1
6. Describe several major effects of economic deprivation of disadvantaged students.				14	10
7. Analyze disadvantaged students occupational interest and aptitudes.			1	15	7
8. Identify the specific nature of the students learning difficulty.		2	3	17	2

NOTE The response rating for this particular district is based on 24 participants.
*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 8

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.		1	1	16	6
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.			2	15	7
11. Identify supportive and resource personnel.				19	5
12. Identify a variety of community and governmental agency resources.			1	18	5
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.				19	5
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.		1	3	19	1
15. Develop instructional materials for disadvantaged students.				20	4
16. Identify the needed audio-visual materials, equipment, and other teaching aids.				17	7
17. Familiarity with strategies for assisting disadvantaged students overcome effects of economic deprivation.				19	5

TABLE 9

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION I

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.			1	20	3
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.				18	6
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			1	19	4
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.				17	7
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.				19	5
23. Identify and solve problems concerning how to become employable and how to retain a job.		1	1	14	8
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.		1	3	18	2
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.		1	2	17	3

COMMENTS OBTAINED FROM REGION I - POST-ASSESSMENT QUESTIONNAIRES:

1. I obtained much needed information from this workshop and feel that it will be a great help in the coming teaching year.

2. This workshop was very informative and I am very pleased to have been a part of it. The instruction was very detailed and helpful.

3. This workshop has been very revealing. I have gained insights that I wish I had known when I was teaching. The speakers were interesting and entertaining in their distribution of facts which could have been dry except for the personalities of the presenters.

4. I have learned a little about the more technical aspects of disadvantaged and handicapped classification. This questionnaire makes more sense than the previous one.

5. In comparison to the pre-workshop questionnaire, I have obviously learned a great deal - at least I now understand the questionnaire. I will enter this next school year with a definite idea of my purposes as a disadvantaged teacher.

6. Schools need vocational counselors and job placement officers within the LEAs. Certification in disadvantaged education should be offered and encouraged for all teachers with comprehensive workshops offered locally. Development of a local council drawn from the community to develop an awareness, publically, of the vocational needs of young adults and students assisted by local public relations officers.

7. This has been a very good workshop although I feel that too much time was spent in defining the characteristics of the disadvantaged/handicapped. I feel that hands-on activities in the workshop to develop teacher-made materials to take into the classroom would have been time well spent.

8. Good workshop - some things were repeats for me; just a short review would have been better for things like definitions of disadvantaged persons. Would have been more helpful to put more emphasis on materials and the success or failure in working with these materials.

9. I feel the workshop instructors should have been in on the planning so they would have known what the other person was doing so there would have been more continuity to the workshop subjects.

10. Workshop was very inspirational and informative.

DIRECTORY OF PARTICIPANTS

REGION I — Workshop Date: June 16-20, 1980

BONEY, BARBARA - Edgecombe Technical Institute, Tarboro, NC

BROWN, LINDA - Tarboro High School, Tarboro, NC

BRYANT, LINDA - Martin Community College, Williamston, NC

BOYKIN, JOYCE - Robersonville, NC

COCHRAN, PEGGY - Roanoke High School, Robersonville, NC

DARDEN, ROBERT - Ahoskie High School, Ahoskie, NC

DOUGLASS, MARY - Williamston, NC

FAMILAR, M. - Central Junior High School, Gatesville, NC

FAYTON, PATRICIA - Edenton-Chowan Alternative School, Edenton, NC

GAMMONS, DEBRA - Tarboro High School, Tarboro, NC

HAYS, JEAN - Camden High School, Camden, NC

LAWRENCE, CAROLYN - Bertie Senior High School, Windsor, NC

MITCHELL, LOLA - Perquimans Union, Winfall, NC

NEWBY, CURTIS - College of the Albemarle, Elizabeth City, NC

PARKER, DONNA - Martin Community College, Williamston, NC

PARKER, MARY B. - Bertie Senior High School, Windsor, NC

RIDDICK, RHYNDA - Bertie Senior High School, Windsor, NC

ROBERSON, LOU ANN - Martin Community College, Williamston, NC

ROBERSON, PATSY - Roanoke High School, Robersonville, NC

ROSE, TANDALL - J. P. Knapp Jr. High School, Currituck, NC 27929

SMITH, FRANCES - Cape Fear Technical Institute, Wilmington, NC

STANDAHL, DR. JERRY - Martin Community College, Williamston, NC

TAYLOR, FRANK - Roanoke-Chowan Technical Institute, Ahoskie, NC

WHITE, CRETHIE - Martin Community College, Williamston, NC

WHITE, ROOSEVELT - Edenton-Chowan Alternative School, Edenton, NC

LOCATION OF INSTITUTE: (SOUTHEAST SECTION OF THE STATE)
LENOIR COMMUNITY COLLEGE
KINSTON, NORTH CAROLINA
JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: CARTER NEWSOME, COORDINATOR, VOCATIONAL EDUCATION
LUCILE REED, LENOIR COMMUNITY COLLEGE
EARL ROUNDTREE, LENOIR COMMUNITY COLLEGE
DAVID TURRENTINE, NEUSE RIVER COUNCIL OF GOVERNMENT

Introduction

Dr. Jesse L. McDaniel, President, Lenoir Community College, Kinston, North Carolina, and his staff served as hosts and presenters for a productive staff development workshop. The success of the workshop was based on the dedication and perseverance of the planning staff (listed on the Region II title page).

There were 32 participants who were residents of Region II, located in the southeast section of North Carolina. Some of the counties represented were Brunswick, Craven, Duplin, Greene, Lenoir and others (see map of Region II).

Pre-Assessment

As can be seen in Tables 10, 11, and 12, many of the respondents had mixed feelings concerning their confidence to perform some of the task items. For example, in Table 11, 34 percent (11 of 32) of the respondents were undecided in their abilities to perform task item 9, "analyzing the local or regional job market and employment trends." In Table 12, 50 percent (16 of 32) of the respondents felt confident or extremely confident in their abilities to perform task item 21, "Helping disadvantaged students develop positive attitudes about themselves and the world of work."

Treatment

Region II's instructional program activities represented the treatment given to the workshop participants. The vast majority responded very favorably to the activities conducted at the workshop, as noted by their comments. Stated explicitly, some of the comments concerning the workshop were: "The workshop was very informative. A lot of little ideas will help me in my work. Also, it was like a 5 day pep talk; something which all of us need at times," and "This workshop has made me more confident in numerous areas of dealing with the disadvantaged and with teachers and other resource personnel."

Additional information concerning the treatment and comments can be located in this section. It should be noted that disadvantaged students, as well as others, are fortunate to have such a dedicated group of educators.

Post-Assessment

After receiving the treatment (instructional program activities), most of the respondents felt confident in performing the task items as shown in Tables 13, 14, and 15.

However, as noted in Table 14, some of the respondents (7 of 32, or 22 percent) were undecided about task item 14, "conducting task analysis to determine competencies needed for vocational education serving disadvantaged students." It should be noted that seven participants did not respond to task item 14. This, 44 percent (14 of 32) were still undecided about this particular task item, even after completing the instructional program activities.

Conclusion

As was expected, it can be concluded that the majority of the respondents indicated differences in their pre- and post-assessment ratings of the performance task items. It was also concluded that many of the respondents were undecided with some of the task items. However, it should be noted that the objectives of the Region II workshop were accomplished, as indicated by the participants' comments. After reviewing the workshop instructional activities (the Treatment), one can easily see why the favorable comments were made.

TABLE 10

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	7	14	3	6	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	8	13	6	5	
3. Establish an appropriate attitude toward disadvantaged students.	2	4	5	10	6
4. Familiar with the legal CETA definition and identification of disadvantaged youth.		7	15	3	5
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	7	13	5	4	
6. Describe several major effects of economic deprivation of disadvantaged students.	2	7	6	12	1
7. Analyze disadvantaged students occupational interest and aptitudes.	3	10	8	6	1
8. Identify the specific nature of the students learning difficulty.	3	10	10	5	1

NOTE The response rating for this particular district is based on 32 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 11

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	3	6	11	9	
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	4	6	6	12	
11. Identify supportive and resource personnel.	2	7	9	10	1
12. Identify a variety of community and governmental agency resources.	1	12	7	8	1
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	5	8	5	10	1
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	8	11	7	3	
15. Develop instructional materials for disadvantaged students.	6	9	4	8	2
16. Identify the needed audio-visual materials, equipment, and other teaching aids.	2	10	7	9	1
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	4	6	12	6	1

TABLE 12

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	3	8	6	11	1
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	4	8	7	8	2
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.	2	7	8	11	1
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.	1	7	5	13	3
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.	5	9	7	6	3
23. Identify and solve problems concerning how to become employable and how to retain a job.	3	6	8	12	
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	8	9	7	5	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	8	8	8	4	1

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS
WORKING WITH DISADVANTAGED STUDENTS

Lenoir Community College
Kinston, North Carolina 28501

June 23 - 27, 1980

AGENDA

Monday, June 23, 1980

10:00 - 10:30	Welcome	J. L. McDaniel, President Lenoir Community College Robert Sutton, Director Adult Education Lenoir Community College Carter W. Newsome Regional Coordinator of Vocational Education Southeast Regional Education Center
10:30 - 11:00	Getting Acquainted Activity *Workshop Objective 1: State in writing the legal CETA definition of economically disadvantaged students and determine how to properly identify disadvantaged students with 90 percent accuracy.*	Carter W. Newsome
11:00 - 12:30	Definitions, Laws, etc., CETA	Dennis Davis
12:30 - 1:30	LUNCH (King's Barbecue)	
1:30 - 2:30	Identification/Characteristics of Clientel Groups	Michael Mosley
2:30 - 3:30	A Closer Look at the Groups (Case Histories)	Donna Ramsey
3:30 - 3:45	BREAK	
3:45 - 4:30	Film - Discussion	
4:30 - 5:00	Participants express concerns, criticisms, etc., wrap-up	Carter W. Newsome

Tuesday, June 24, 1980

8:30 - 8:45	Overview of Today's Activities	Lucille Reed
	Workshop Objective 3: Be able to assist disadvantaged students in developing long-range career plans and how to become employable, and how to get and retain a job.	
8:45 - 9:45	Testing and Job Readiness Skills	Jewell Sparrow
9:45 - 10:00	BREAK	
10:00 - 12:00	Diagnostic Assessment Instruments and Techniques for Classification and Placement of Special Needs Students	Ken Warlick
12:00 - 1:00	LUNCH	
1:00 - 2:00	Employability Development Plan	Doug Nunnally
2:00 - 2:15	BREAK	
2:15 - 3:15	New Hanover County Extended Day Program "Let's Hear It From the Students"	Grace Mosley Extended Day Students and Community College Students
3:15 - 3:30	Summation/Discussion of Today's Activities	

Wednesday, June 25, 1980

8:30 - 8:40	Overview of Today's Activities	David Turrentine
	Workshop Objective 2: State in writing at least five (5) major effects of economic deprivation which may affect student behavior and learning, such as: *Negative self-concept* *Motivation* *Negative attitude toward school* *Failure orientation* *Below grade level in communication and computational skills* *Disrespect for authority* *Disruptive Behavior-Active/Passive* *Short attention span* *Poor work habits and/or study habits* *Others* *For each major problem recognized, each participant will design at least two (2) major strategies to assist students in overcoming the problems as they relate to the home and school environment, interaction with teachers/counselors and peers, and with the student's instructional program.*	

Wednesday, June 25, 1980 (Continued)

8:40 - 8:45	Divide Participants Into Groups	A - B - C - D
	Effects of Economic Deprivation Which May Affect Student Behavior - Negative Self-concept, Lack Motivation, Negative Attitude Toward School, Failure Orientation	Edwin Dale (A)
	Effects of Economic Deprivation Which May Affect Student Communication Skills	Maryann Maliga (B)
	Effects of Economic Deprivation Which May Affect Student Computational Skills	Betty Cole Williams (C)
	Effects of Economic Deprivation Which May Affect Student Behavior - Disrespect for authority, Disruptive Behavior, Short attention span, Poor work habits/study habits, others	Kenneth Warlick (D)
8:40 - 10:00	Groups A - B - C - D	
10:00 - 10:15	BREAK	
10:15 - 11:30	Groups B - C - D - A	
11:30 - 12:45	LUNCH	
12:45 - 1:30	Groups C - D - A - B	
1:30 - 1:45	BREAK	
1:45 - 3:00	Groups D - A - B - C	
3:00 - 3:30	Wrap-up	

Thursday, June 26, 1980

8:30 - 8:45	Overview of Today's Activities	Carter W Newsome

Workshop Objective 4: Be able to serve as a cadre to train "others" in their respective LEAs and/or institutions. Evidence of competence to achieve this objective will be reflected as one section of the Plan of Action to be developed. Some strategies which should be included are:

(a) Presentation to total faculty on identification and the effects of economic deprivation on students

Strategies for assisting students overcome negative effects

Thursday, June 26, 1980 (Continued)

Workshop Objective 4 (Continued):

(b) Small group instruction to selected on above

(c) Individual conferences with "others" on above

Accomplishment of objective will also be included in follow-up assessment

8:45 - 10:00	Motivational Techniques	David Plummer
10:00 - 10:15	BREAK	
10:15 - 12:00	Individual Plan of Action (IPA)	Edgar Farmer
12:00 - 1:00	LUNCH	
1:00 - 3:15	(IPA) Continuation	Edgar Farmer
3:15 - 3:30	Wrap-up	

Friday, June 27, 1980

8:30 - 8:45	Overview of Today's Activities	Earl Rountree

Workshop Objective 5: Develop a tentative Plan of Action for submission to the appropriate state agency. Each plan will be critiqued by the planner/evaluator or workshop presenter for tentative approval. Final approval will be granted by the regional coordinator of vocational education and the regional staff development consultant for secondary personnel, and by the designated consultant for community colleges personnel.

Each Plan of Action is to include:

(a) The legal CETA definition of economically disadvantaged students

(b) Means of proper identification of these students

(c) Strategies for assisting disadvantaged students overcome effects of economic deprivation

(d) Strategies for assisting disadvantaged students develop long-range career plans on how to become employable and how to retain a job

(e) A training plan to assist "others" within their respective schools/institutes on techniques in working with disadvantaged students to improve personal skills, work habits and attitudes, and job skills.

(f) Strategies for involving "others" in respective LEAs and/or institutions.

Friday, June 27, 1980 (Continued)

8:45 - 9:45	Develop a Group Plan of Action for Video Taping by Program Areas	Earl Rountree
9:45 - 10:00	BREAK	
10:00 - 12:00	Video Taping Sessions (All Groups)	
12:00 - 1:00	LUNCH	
1:00 - 2:30	Viewing and Critiquing Video Tapes	
2:30 - 3:00	Post-Test -- Completion of State Evaluation -- Travel claims, etc., Present Certification of Credit Forms to Participants	
3:00	ADJOURN	

TABLE 13

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.		1		21	5
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.				18	9
3. Establish an appropriate attitude toward disadvantaged students.				12	15
4. Familiar with the legal CETA definition and identification of disadvantaged youth.				6	21
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.			1	24	2
6. Describe several major effects of economic deprivation of disadvantaged students.				13	14
7. Analyze disadvantaged students occupational interest and aptitudes.		1	1	17	8
8. Identify the specific nature of the students learning difficulty.		2	5	19	

NOTE The response rating for this particular district is based on 32 participants.
*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 14

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.		1	4	17	5
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.				18	9
11. Identify supportive and resource personnel.				10	16
12. Identify a variety of community and governmental agency resources.				9	17
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.				20	6
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.			7	16	2
15. Develop instructional materials for disadvantaged students.				19	7
16. Identify the needed audio-visual materials, equipment, and other teaching aids.				16	10
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.			2	20	4

TABLE 15

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION II

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.				20	6
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.				19	7
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.		1	4	17	5
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.		1		15	11
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.				19	18
23. Identify and solve problems concerning how to become employable and how to retain a job			1	16	9
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.			2	20	5
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.		1	2	19	5

COMMENTS OBTAINED FROM REGION II - POST-ASSESSMENT QUESTIONNAIRES:

1. This has been one of the most productive workshops I have ever attended.

2. This workshop improved my understanding of my responsibilities and techniques to deal with them - most helpful!

3. I have learned quite a bit from the workshop. There will be many little things we covered I will try to incorporate this fall with the disadvantaged students in my classroom. I thoroughly enjoyed hearing about other programs and talking with the New Hanover students.

4. The workshop was very informative. A lot of little ideas will help me in my work. Also, it was like a 5 day pep talk; something which all of us need at times.

5. The workshop has been very helpful to me. I will go back to my daily work and do a better job. Thank you for this opportunity.

6. The most worthwhile workshop I have attended during my teaching experience. Thank you very much.

7. This workshop has made me much more confident in numerous areas of dealing with the disadvantaged and with teachers and other resource personnel.

8. I have gained much knowledge during this workshop. The resource persons were excellent - both knowledgeable and interesting - very enthusiastic. You done good! This was one of the most interesting and informative workshops that I have attended in quite some time - the speakers were outstanding - everything was very well organized all week.

9. I found the workshop to be quite beneficial in helping me to identify the disadvantaged student and I feel more confident in planning classroom activities for them in the future.

10. This workshop gave me a much better understanding of the disadvantaged student. This information in parts can also be applied to regular classroom.

11. I have enjoyed the workshop. It was a good learning experience. We should have more workshops like this.

DIRECTORY OF PARTICIPANTS

REGION II — Workshop Date: June 23-27, 1980

BAKER, LINWOOD V. - Route 2, Box 489-D, Rose Hill, NC 28458

BOLINGER, NANCY V. - 65 Lanier Drive, Jacksonville, NC 28540

BOWEN, MARILYNN G. - 4008 Country Squire Road, Kinston, NC 28501

BOYETTE, JOHNNIE W. - Route 1, Box 301-A, Pink Hill, NC 28572

BRYANT, ERNEST D., JR. - P. O. Box 4064, Hampstead, NC 28443

DAVIS, JUNE ALLYN - P. O. Box 1011, Swansboro, NC 28584

DUPREE, HANNAH BERDENE - P. O. Box 803, Wadesboro, NC 28170

FARROW, ALICE PAULINE - Route 1, Box 203, Kinston, NC 28501

FREDERICK, LAFAYETTER - Route 2, Box 98-K, Warsaw, NC 28398

GRANT, JOHN O. - 307 N. Walters Street, LaGrange, NC 28551

HER..NG, JOYCE M. - Route 1, Box 616, Maysville, NC 28555

JENKINS, THALMA M. - Route 1, Box 254-A, Kinston, NC 28501

JONES, LOYCE H. - P. O. Box 936, Kinston, NC 28501

KENAN, ROMA E. - Route 1, Box 367-O, Chinquapin, NC 28521

MALPASS, JUDY G. - Route 1, Box 45, Pink Hill, NC 28572

MENDES, DORIS G. - 1032 Pavie Avenue, New Bern, NC 28560

MILLER, CHUCK - 4902 Oriole Drive, Wilmington, NC 28401

PROVOST, MARK - 106 Vine Street, Havelock, NC 28532

ROGERS, RICHARD - 123 Hatteras Court, Morehead City, NC 28557

ROUNTREE, EARL - 806 Darby Avenue, Kinston, NC 28501

SIMMONS, PERRY A. - P. O. Box 684, Jacksonville, NC 28540

SINGLETON, MAXINE H. - Route 2, Box 191-C, Kinston, NC 28501

SIX, CATHY - P. O. Box 158, Bayboro, NC 28515

SMITH, ULYS - 903 Neuse Drive, New Bern, NC 28560

SPEIGHTS, NORWOOD P. - 206 Heard Street, Kinston, NC 28501

STRICKLAND, DONNA - 415 Water Street, Swansboro, NC 28584

THOMPSON, ELIZABETH - 2319 Woodview Road, Kinston, NC 28501

WADE, FRANK B. - Route #2, Box 150-T, New Bern, NC 28560

WADE, MARTHA CASEY - Route 2, Box 138, Kinston, NC 28501

WILLIAMSON, URAH T., JR. - Route 2, Box 537-B, Wilson, NC 27893

LOCATION OF INSTITUTE: (CENTRAL SECTION OF THE STATE)
JOHNSTON TECHNICAL INSTITUTE
SMITHFIELD, NORTH CAROLINA
JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: JOAN SMITH, COORDINATOR, VOCATIONAL EDUCATION
BRENDA DAIL, COORDINATOR, REGIONAL SERVICES & DISSEMINATION
CURTIS PHILLIPS, JOHNSTON TECHNICAL INSTITUTE
JOHN SANDERSON, LOCAL DIRECTOR, VOCATIONAL EDUCATION
BILL CHEELY, JOHNSTON TECHNICAL INSTITUTE
MARTHA ALLAY, REGION J PLANNER, DIVISION OF COMMUNITY EMPLOYMENT

Introduction

Dr. John Tart, President of Johnston Technical Institute in Smithfield, North Carolina, extended his staff to serve as hosts and presenters for a highly productive and inspiring workshop. Presenters from Region III, and other regions throughout the State,were also utilized in the workshop.

Most of the workshop participants were residents of Region III, which include counties such as Durham, Edgecombe, Franklin, Granville, Johnston, and others located in the central section of North Carolina (see map of Region III).

Pre-Assessment

As can be seen in Tables 16, 17, and 18, most of the respondents indicated that they were confident, and in some cases, extremely confident, in performing the task items. In Table 16, the vast majority of respondents (23 of 31, or 74 percent) felt confident in their abilities to perform task item 3, "establishing an appropriate attitude toward disadvantaged students."

Treatment

The participants received a treatment which may be referred to as instructional program activities. The treatment was given to participants to enhance their success in teaching disadvantaged students. However, it appears that most of the respondents did not need the treatment, as noted by their high response ratings.

Post-Assessment

Tables 19, 20, and 21 show the distribution of frequencies as noted by 31 participants. Most of the respondents indicated that they were extremely confident in their abilities to perform many of the task items. As can be seen in Table 19, 74 percent (23 of 31) of the respondents indicated that they were extremely confident with performing task item 3, "establishing an appropriate attitude toward disadvantaged students."

Conclusion

The data seems to indicate that most of the respondents were quite gratified by the results of the workshop. However, it was concluded that many of the participants felt confident with most of task items prior to attending the workshop. The response ratings of the task items on the post-assessment and the comments made by the participants clearly shows that the objectives of the workshop were accomplished by Region III.

TABLE 16

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	1	17	7	4	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	4	14	5	6	
3. Establish an appropriate attitude toward disadvantaged students.		1	5	19	4
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	7	10	7	4	1
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	4	9	7	8	1
6. Describe several major effects of economic deprivation of disadvantaged students.	1	1	9	17	1
7. Analyze disadvantaged students occupational interest and aptitudes.		6	6	15	1
8. Identify the specific nature of the students learning difficulty.		2	10	7	10

NOTE The response rating for this particular district is based on 31 participants.
*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 17

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	1	4	6	15	2
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	1	4	3	20	1
11. Identify supportive and resource personnel.		6	3	18	
12. Identify a variety of community and governmental agency resources.		5	7	16	
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	1	8	8	12	
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	8	9	8	4	
15. Develo[illegible]tructional materials for disadv[illegible]ed students.	7	5	6	11	
16. Identify the needed audio-visual materials, equipment, and other teaching aids.	3	8	6	12	
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	4	8	9	7	

TABLE 18

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	3	9	5	12	
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	4	6	5	12	1
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.	2	4	5	15	2
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.		2	4	18	4
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.	1	6	10	11	1
23. Identify and solve problems concerning how to become employable and how to retain a job.		6	6	16	1
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	3	13	6	7	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	3	8	6	12	

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS WORKING
WITH DISADVANTAGED STUDENTS

Johnston Technical Institute, Smithfield, NC
June 23 - 27, 1980

MONDAY, JUNE 23, 1980

Presiding		Dr. Curtis Phillips, Dean Technical & General Education Program, Johnston Technical Institute
9:00 - 9:30	Vocational Education for Disadvantaged	Dr. John Tart, President Johnston Technical Institute and Chairman, Vocational Education Committee
9:30 - 10:00	Introduction and Orientation . .	Brenda Dail and Joan Smith Central Regional Education Center Knightdale, NC
10:00 - 11:15	Legal Definitions	Tim Whitener, Division of Community Employment Danny Hardee, State Department of Public Instruction
11:15	BREAK FOR LUNCH	
11:30 - 12:15	LUNCH (Dutch Treat) Holt's Lake Barbeque, Smithfield	
12:15 - 1:15	Introduction of Speaker	Sam Shugart, Director Central Regional Education Center Knightdale, NC
	Economic Deprivation	Dudley E. Flood, State Department of Public Instruction
1:15 - 1:30	Reassemble, Johnston Technical Institute	
1:30 - 2:50	How to Develop Strategies to Overcome Problems	Dudley E. Flood
2:50 - 3:00	BREAK	
3:00 - 4:15	How to Develop Strategies to Overcome Problems	Dudley E. Flood

TUESDAY, JUNE 24, 1980

Presiding		Dr. Curtis Phillips
Groups A & B	Johnston Technical Institute	
8:45 - 10:00	Long-Range Career Planning . . .	John Woodhouse, Johnston Technical Institute, Counselor, Student, Teacher
10:00 - 10:10	BREAK	
10:10 - 11:00	Panel - Long-Range Career	Ira Joyner, Counselor, Johnston Technical Institute
11:00 - 12:00	Youth Employment and Labor Trends	
12:00 - 1:00	LUNCH (On your own)	
1:00 - 1:30	Introduction to CHOICES	Brenda Dail
1:30 - 2:30	CHOICES	Rose Brown
2:30 - 2:40	BREAK	
2:40 - 4:15	Groups - Strategies	
Groups C & D	Smithfield-Selma Senior High School	
8:45 - 9:15	Introduction to CHOICES	Rose Brown, Smithfield/Selma Senior High School
9:15 - 10:15	CHOICES	Rose Brown
10:15 - 10:25	BREAK	
10:25 - 12:00	Groups (Monday's 3:00 - 4:15) - Strategies	
12:00 - L;00	LUNCH (on your own)	
1:00 - 2:00	Youth Employment	
2:00 - 3:15	Long-Range Career Planning	John Woodhouse
3:15 - 3:25	BREAK	
3:25 - 4:15	Panel - Long-Range Career . . . . . Planning	Ira Joyner

WEDNESDAY, JUNE 25, 1980

Presiding		Brenda Dail
8:45 - 9:45	Groups A, B, C, & D to Report on Strategies	
9:45 - 12:00	Rural Renaissance	Bob Carpenter, Johnston Technical Institute
12:00 - 1:00	LUNCH (on your own)	
1:00 - 4:15	Panel to Answers	Mike Aheron, Division of Community Employment Charles Bilbro, Counselor, Sanderson High School Al Carson, State Department of Public Instruction Jim Lunsford, State Department of Public Instruction Ann B. Woodall, Resource Teacher, J. F. Webb High School

THURSDAY, JUNE 26, 1980

Presiding		Bill Cheely, Evening Coordinator Johnston Technical Institute
8:45 - 12:00	Training Others	Dr. Joe Clary, Head Department of Occupational Education, NCSU
12:00 - 1:00	LUNCH (on your own)	
1:00 - 2:45	Training Others	Dr. Joe Clary
2:45 - 4:15	Developing Tentative Plan of Action	

FRIDAY, JUNE 27, 1980

Presiding		Joan K. Smith
8:35 - 11:15	Commercial and Teacher Made Aids to Help Develop Communication Skills, Computational Skills and Attitudinal Skills . . .	Linda Brown, Tarboro High School

FRIDAY, JUNE 27, 1980 - Continued

11:15	Break for LUNCH	
11:30 - 12:15	LUNCH (Dutch Treat) Holt's Lake Barbeque, Smithfield	
12:15 - 1:00	Business/Industry and	O. Ted Kirby, President Pneumafil Corporation Charlotte, NC
1:15	Reassemble at Johnston Technical Institute	
1:15 - 2:15	Continue 8:45 - 11:15 . . . . Activities	Linda Brown
2:15 - 2:30	BREAK	
2:30 - 3:00	Post-Test	Joan Smith
3:00 - 3:15	Completion of State Evaluation	
3:15 - 4:00	Wrap-Up, Complete Travel Forms, and Certificates	

TABLE 19

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.		2	1	10	6
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.		2	2	18	7
3. Establish an appropriate attitude toward disadvantaged students.			1	5	23
4. Familiar with the legal CETA definition and identification of disadvantaged youth.				17	13
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.		2	7	14	5
6. Describe several major effects of economic deprivation of disadvantaged students.	1			9	20
7. Analyze disadvantaged students occupational interest and aptitudes.			1	20	8
8. Identify the specific nature of the students learning difficulty.		1	7	17	4

NOTE The response rating for this particular district is based on 31 participants.
*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 20

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.			4	20	6
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	1		2	22	5
11. Identify supportive and resource personnel.				18	12
12. Identify a variety of community and governmental agency resources.				16	14
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.				18	12
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	1	1	8	16	4
15. Develop instructional materials for disadvantaged students.				21	9
16. Identify the needed audio-visual materials, equipment, and other teaching aids.				19	11
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.				18	12

TABLE 21

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION III

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.				20	10
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.			1	18	19
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			3	17	10
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.				16	14
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.			2	17	11
23. Identify and solve problems concerning how to become employable and how to retain a job.				18	12
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.			3	20	7
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.			2	19	8

COMMENTS OBTAINED FROM

1. Excellent workshop - well organized - interesting - very worthwhile. Wish I had the opportunity to take this workshop the summer before I started working with handicapped/disadvantaged students. Mainly enjoyed Linda Brown, Dr. Clary, CHOICES and man from Employment Security. All organizers are SUPER! I also liked the idea of getting handouts, and information that is relevant to my area of teaching.

   Joan and Brenda are Super!!!

   Help me clarify and organize my own feeling.

   Suggestions - Show film "Cipher in Snow."
   - Explain Plan of Action at start of workshop.
   - Wish had more time to make materials and exchange material ideas
   - Couldn't relate Dr. Flood's presentation to objectives, but he is an EXCELLENT speaker.

2. This workshop was one of the finest that I have attended in my teaching career. I highly recommend that the same personnel involved in setting up this workshop be selected again. Also, the same facilities should be used. The attitude, poise and stature of the workshop staff are above reproach.

3. The workshop provided very practical and tested ideas/means for dealing with specific problems when working with disadvantaged youth! EXCELLENT!

4. I feel that more of this type workshop should be offered. It was most informative and interesting. I enjoyed the entire week. Let's do it again.

5. The best, most organized, highest level workshop I have ever attended. A very short week! Everything began and ended on time. I appreciate the opportunity of attending, and will share my knowledge and enthusiasm gained from this workshop with others at my school. (The only thing that did not add to the workshop was Mr. Woodhouse's part).

6. All workshop leaders and speakers were excellent - except Mr. Woodhouse, who apparently was operating under a strain. He did not lend himself to questions and answer discussion - strictly a lecture. Of course, more time was needed - but then nobody would stay longer for more session. Time was well used. Best workshop I have attended.

7. Beautifully organized, informative, and interesting! Terrific!!

8. I thoroughly enjoyed the workshop. The manner in which participants were actively involved was well received. Thanks for accepting me as a participant.

9. It was a most informative workshop and I hope that future workshops will be planned. I especially enjoyed Dudley Flood, Linda Brown, Joe Clary, and Bob Carpenter.

10. This has been one of the most interesting and beneficial workshops that I have attended.

11. The information gained was very practical. I don't have to process the information in order to use it. It can be used in my setting as it was presented to me. Thanks very much for selecting me as a participant.

12. Thank you for an unusually valuable and interesting week. I especially enjoyed Dudley Flood's, Joe Clary's and Linda Brown's presentations. CHOICES exposure was most interesting. Presentations by Woodhouse, Faulk, and panel discussion were too, but not as valuable to me as other sessions. Excellent organization made this week pass very quickly and pleasantly.

13. Excellent presentations.

14. Excellent workshop. I learned a great deal and thoroughly enjoyed the activities and presentations. The learned strategies will be used during the coming school year.

15. The staff development workshop was very timely, interesting and informative. It was very exciting.

16. I thoroughly enjoyed the workshop. Many effects of the disadvantaged I had seen had not fully comprehended. I learned many ways of handling and working more effectively with these effects. The session on knowing self, working with others and teacher-made materials were especially excellent.

17. Many of the sessions were very informative and interesting.

18. This workshop was a very good source of information. I learned a lot and I enjoyed being here. The most inspirational were Dudley Flood, and Linda Brown. The beginning was slow and boring. Too much lecture. Overall, the workshop was very good and inspirational. I enjoyed meeting and working with Joan Smith and Brenda Dail. Thanks.

19. I really enjoyed this workshop, as much as any I have been to. I have many ideas that I want to try and share with others working with the disadvantaged students at my school. Yes, have some coffee next time.

20. I think this workshop is a very useful and tactful means of helping those who are interested in doing a better job do it with more integrity and meaning.

21. Excellent workshop. I thought the slide presentation on "The Rose" at the beginning was creative and Dr. Phillips' comment about it being a feminine touch was inappropriate. All speakers excellent. I enjoyed Dr. Flood's presentation. It was interesting but I could not relate it to one of the objectives. I felt like it was one of his "canned" presentations. I appreciate Brenda Dail's and Joan Smith's excellent organization and positive attitude.

22. Excellent workshop! However, much repetiion from speakers. Personally, I do not want my particular program channeled to this particular student segment.

23. I believe that I have benefited tremendously in not only the professional training I have gained, but the association with others in my area. I do have mixed feelings about the approach to the "Plan of Action" idea.

24. Schedule of workshop was in conflict with S. S. teaching assignment. Please keep "hands-on" type activities in the workshop in the future.

25. When working on strategies to overcome effects or disadvantagement, would like some more specific help from speakers and activities. Expectations should be made clearer initially. John Woodhouse could easily be eliminated from program. Joan and Brenda were the glue and inspiration. They are great! I would like for them to supervise all workshops I attend. Thanks.

26. We could have started earlier in the morning. Monday and Friday were excellent - facilities were cramped Monday. Overall was very good. Some speakers were boring - especially Friday at lunch.

27. If possible, please have activities which are also geared towards the adult population (community colleges and technical institutes). A separate workshop for counselors and instructors from technical institutes might be more appropriate. I was impressed with this workshop. If I was employed in public school system, I would be better able to serve the disadvantaged.

DIRECTORY OF PARTICIPANTS

REGION III — Workshop Date: June 23-27, 1980

BAREFOOT, LINDA M. - Route 2, Box 238, Benson, NC 27504

BOBBITT, CHARLES W. - Box 541, Pine Level, NC 27568

BRINSON, DORIS - 4617 Limerick Drive, Raleigh, NC

CHESTON, MOLLIE H. - Route 1, Box 298-F, Norlina, NC 27563

CLAYTON, JANE B. - 4401 Pike Road, Raleigh, NC

DORSEY, DORA RUSSELL - 303 Bickett Blvd., Raleigh, NC 27608

GUSTKEY, FRANK - Box 61, Wise, NC 27594

HARDY, WELFORD, Route 1, Box 244, Hollister, NC 27844

HOLEMAN, PAUL T. - 216 Killington Drive, Raleigh, NC 27609

JONES, WALTER L. JR. - 406 W. 1st Street, Weldon, NC 27890

JORDAN, LENTON E. - 622 Rowland Street, Henderson, NC 27536

KEENER, MARY F. - 505 Holtz Lane, Cary, NC 27511

LEWIS, BETTY C. - Route 3, Box 670, Henderson, NC 27536

PARKER, WILLIE - 514 Witherspoon, Henderson, NC 27536

PAYNE, REBECCA BRYANT - 106 Maysdan Drive, Cary, NC 27511

PEARSALL, RAY NELL - Route 1, Box 409, Garner, NC 27529

PRICE, WALTER - Route 2, Box 9, Littleton, NC

SANDERSON, THOMAS B. - Route 1, Box 318, Bailey, NC 28707

SINEATH, DEBORAH L. - 5208 Shamrock Drive, Raleigh, NC 27612

SUTHERLAND, LOUISA G. - 1232A Hamilton Ct., Cary, NC 27511

TAYLOR, RODERICK, Jr. - 1008 Faison Street, Wilson, NC

TOWNES, JULIA E. - 1410 Alpha Street, Henderson, NC

TURNER, DIANNE P. - 2005 Fieldcrest Road, Wilson, NC 27893

VENABLE, ONEY C. - P. O. Box 35, Townsville, NC 27584

WARD, QUILLEN - 517 Falls Road, Rocky Mount, NC 27801

WHITE, ANNIE F. - P. O. Box 26971, Raleigh, NC 27611

WHITE, ROBERT L. JR. - 1479 New Castle Road, Durham, NC 27704

WILLIAMS, DALPHALINE - 1015-E Hunting Ridge Road, Raleigh, NC 27609

WILLIFORD, CAROLYN S. - P. O. Box 94, Newton Grove, NC 28366

BRODIE, FANNIE W. -220 Hawkins Street, Franklinton, NC 27525

DUNNEGAN, DORIS C. - 2116 Front Street, #A-B, Durham, NC 27705

LOCATION OF INSTUTUTE: (SOUTH CENTRAL SECTION OF THE STATE)
FAYETTEVILLE TECHNICAL INSTITUTE
FAYETTEVILLE, NORTH CAROLINA
JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: JOHN HUFFMAN, COORDINATOR, VOCATIONAL EDUCATION
BILL SEASE, FAYETTEVILLE TECHNICAL INSTITUTE

Introduction

Dr. Howard E. Boudreau, President of Fayetteville Technical Institute in Fayetteville, North Carolina, offered his institution as well as his staff to serve as hosts for a very effective workshop. This assertion is based on the comments made by the workshop participants (see comments obtained from Region IV).

In Region IV, most of the persons were residing in the south central section of North Carolina. Counties located in that part of the state were identified as Bladen, Cumberland, Hoke, Richmond, Robeson, and several others (see map of Region IV).

Pre-Assessment

Forty participants were involved in Region IV's workshop, as noted by the vocational coordinator. However, only about 32 respondents completed most of the items on the pre-assessment instrument. As can be seen in Tables 22, 23, and 24, many of the participants felt extremely confident or confident in their abilities to perform the various task items. For example, performance task item 3 indicated the validity of this assertion; 68 percent (27 of 40) noted their confidence as shown in Table 22.

Treatment

Many of the participants (about 30 percent) did not really need the treatment or instructional program activities based on their pre-assessment ratings. However, the remaining 70 percent appeared to have benefited from the workshop.

A noteworthy comment from a Region IV participant. "The workshop was extremely helpful in answering many of my personal questions. I did think some of the presentations were repetitious. I have learned some new techniques and I gained knowledge that will be extremely helpful during the next few years while working with the disadvantaged."

Post-Assessment

Although many of the participants' responses on the post-assessment did not differ significantly from those on the pre-assessment, the majority, however, indicated a sizable difference. Tables 25, 26, and 27 validate this assertion. In Table 26, ninety percent (36 of 40) of the respondents indicated that they were confident, or extremely confident, with performing task item 10, "Leading disadvantaged students to determine the career objectives which are most consistent with their interests and abilities."

Contrarily, in the pre-assessment (see Table 23), 50 percent (20 of 40) of the participants felt confident with performing task item 10. This particular task item also indicated some interesting results in the other regional workshops as noted in Tables 53 and 56.

Conclusion

It was concluded that little difference existed between many of the responses made on the pre- and post-assessment questionnaires. However, it should be noted that the vast majority of respondents felt, and explicitly indicated, that the workshop in Region IV was very helpful to them. Some examples of the comments made by participants after completing the workshop: "The workshop has been helpful in giving concrete data with which to work. Better understanding of disadvantaged." The workshop has been extremely helpful and I hope to apply what I have learned. Additional information concerning the participants comments in Region IV may be obtained later in this section (see comments obtained from Region IV).

TABLE 22

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	5	13	9	5	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	5	11	10	6	
3. Establish an appropriate attitude toward disadvantaged students.		1		16	11
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	4	6	8	10	4
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	5	5	11	10	
6. Describe several major effects of economic deprivation of disadvantaged students.	2	6	7	16	1
7. Analyze disadvantaged students occupational interest and aptitudes.	2	4	7	18	1
8. Identify the specific nature of the students learning difficulty.	5	6	10	12	

NOTE The response rating for this particular district is based on 40 participants.
*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 23

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.		7	8	12	1
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.	1	3	9	19	1
11. Identify supportive and resource personnel.	1	1	7	19	4
12. Identify a variety of community and governmental agency resources.	1	2	5	18	5
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	2	6	12	11	1
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	4	9	10	8	
15. Develop instructional materials for disadvantaged students.	2	6	9	14	
16. Identify the needed audio-visual materials, equipment, and other teaching aids.	2	6	7	16	
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	3	6	13	9	

TABLE 24

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	2	3	10	16	
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	1	6	13	10	1
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.	1	2	8	19	1
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.	2		6	21	3
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.	2	1	12	17	
23. Identify and solve problems concerning how to become employable and how to retain a job.	1		7	22	1
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	4	6	14	8	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	3	9	11	7	

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS WORKING
WITH DISADVANTAGED STUDENTS

Place: Fayetteville Technical Institute, Fayetteville, NC
Dates: June 23-27, 1980
Hours: 8:30 a.m. - 4:30 p.m.

A G E N D A

Monday, June 23, 1980 8:30 a.m. - 4:30 p.m.

OBJECTIVES:

By the end of this day, all teachers/counselors will:

1. State in writing the legal CETA definition of economically disadvantaged students and determine how to properly identify disadvantaged students with 90 percent accuracy.

Presenter: Dr. Edgar Farmer
A & T University
Greensboro, NC

2. State in writing at least five major effects of economic deprivation which may affect student behavior and learning such as:

Negative Self-Concept
Motivation
Negative Attitude Toward School
Failure Orientation
Below Grade Level in Communication and Computational Skills
Disrespect for Authority
Disruptive Behavior - Active/Passive
Short Attention Span
Poor Work Habit and/or Study Habits
Others

For each major problem recognized, each teacher/counselor will design at least two strategies to assist students in overcoming the problems as they relate to the home and school environment, interaction with teachers/counselors and peers and with the student's instructional program.

Presenters: Ruth Sebrell, Consultant
Beverley Mowbry
Consultant
Johnnie Ellerbe
Consultant, Exceptional Children, South Central Regional Ed. Center

Tuesday, June 24, 1980 8:30 a.m. - 4:30 p.m.

OBJECTIVE: By the end of this day, all teachers/counselors will:

Be able to assist disadvantaged students in developing long-range career plans and how to become employable, and how to get and ratain a job.

The teacher/counselor will identify at least one appropriate vocational interest and aptitude test for use with disadvantaged students as well as two different methods of administering the selected tests to this target group. Included in techniques for assisting students to become employable will be instruction in completing job application and job interviews, and job expectations as related to personal skills, job skills, work habits and attitudes.

Presenter: Joe Erickson, Consultant
Exceptional Children
South Central Regional
Education Center
Carthage, NC

* *

Wednesday, June 25, 1980 8:30 a.m. - 4:30 p.m.

OBJECTIVE: By the end of this day, all teachers/counselors will:

Develop a "Plan of Action" for submission to the appropriate state agency. Each plan will be critiqued by the planner/evaluator or workshop presenter for tentative approval. Final approval will be granted by the regional coordinator of vocational education and the regional staff development consultant for secondary personnel and by the designated consultant for community colleges personnel.

Each Plan of Action is to include:

(a) The legal CETA definition of economically disadvantaged students.
(b) Means of proper identification of these students.
(c) Strategies for assisting disadvantaged students to overcome effects of economic deprivation.
(d) Strategies for assisting disadvantaged students to develop long-range career plans on how to become employable and how to retain a job.
(e) A training plan to assist "others" within their respective schools/institutes on techniques in working with disadvantaged students to improve personal skills, work habits, and attitudes, and job skills.
(f) Strategies for involving "others" in respective LEAs and/or institutions.

Presenter: Nan Coleman
Charlotte/Mecklenburg City
Schools
Charlotte, NC

Thursday, June 26, 1980 8:30 a.m. - 4:30 p.m.

OBJECTIVE: By the end of this day, all teachers/counselors will:

Be able to serve as a cadre to train "others" in their respective LEAs and/or institutions. Evidence of competence to achieve this objective will be reflected as one section of the Plan of Action to be developed. Some strategies which should be included are:

(a) Presentation to total faculty on identification and the effects of economic deprivation on students. Strategies for assisting students to overcome negative effects.
(b) Small group instruction to selected faculty on above.
(c) Individual conferences with "others" on above. Accomplishment of objectives will also be included in follow-up assessment.

Presenter: Oliver Johnson, Jr.
Consultant
Human Relations & Student Affairs
Raleigh, NC

* *

Friday, June 27, 1980 8:30 a.m. - 4:30 p.m.

1. Additional information on Job Placement
2. Services of Regional Centers
3. Individual Planning
4. Post Test
5. Evaluation
6. "Housekeeping"

Presenters: Joe Erickson
Danny Hardee
John Huffman

TABLE 25

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.			1	32	3
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.		1		25	10
3. Establish an appropriate attitude toward disadvantaged students.			1	10	25
4. Familiar with the legal CETA definition and identification of disadvantaged youth.		1		23	10
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	1	1	6	20	7
6. Describe several major effects of economic deprivation of disadvantaged students.			1	17	16
7. Analyze disadvantaged students occupational interest and aptitudes.		1	1	26	7
8. Identify the specific nature of the students learning difficulty.	1	3	9	15	8

NOTE The response rating for this particular district is based on 40 participants.

*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 26

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.		2	2	24	6
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.		1		26	10
11. Identify supportive and resource personnel.				14	21
12. Identify a variety of community and governmental agency resources.				16	19
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.		1	1	23	11
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	3	1	8	19	3
15. Develop instructional materials for disadvantaged students.		2	2	19	12
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		2	2	18	12
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.			2	26	6

TABLE 27

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION IV

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	1	1	2	29	2
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.			1	21	13
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			4	21	11
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.			4	21	13
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.		1	2	25	7
23. Identify and solve problems concerning how to become employable and how to retain a job.				22	14
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.		1	1	28	4
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.		1	2	25	7

COMMENTS OBTAINED FROM REGION IV - POST-ASSESSMENT QUESTIONNAIRES:

1. This workshop has been or will be of great value to me in starting the new job I have for this fall.

2. The workshop has been extremely helpful and hope to apply what I have learned.

3. Very good workshop. The presentations were appropriately presented, well prepared, and things moved along as scheduled.

4. This questionnaire even shows how important each part of the workshop was in helping us to understand our students.

5. The workshop has been helpful in giving concrete data with which to work. Better understanding of "disadvantaged." Compliments to John Huffman and to the presenters, especially Danny Hardee, for the information made available.

6. Overall, a very informative workshop.

7. The workshop was extremely helpful in answering many of my personal questions. I did think that some of the presentations were repetitious. I have learned some new techniques and I gained knowledge that will be extremely helpful during the next few years while working with disadvantaged. The one negative aspect relayed to me was over emphasis on one race as being disadvantaged. There are disadvantaged in all races and ethnic groups and cultures.

8. In general, I felt that the workshop was extremely informative and beneficial to me as a teacher working with the disadvantaged. I enjoyed the discussions and felt that sharing ideas was as helpful as what the speakers were telling us. I felt the speakers knew what they were talking about and still in touch with the students - very realistic and practical suggestions were given.

9. This workshop was well organized and constructed. The guest speakers were excellent, especially Oliver Johnson.

10. This was a very informative workshop.

11. I enjoyed this workshop. I particularly liked the presentation given by Oliver Johnson.

12. The workshop was very informative and most enjoyable. I hope we can have many more.

13. I have found this institute to be most helpful.

14. Good workshop!

15. Enjoyed the workshop and felt that it was very informative. All presenters did an excellent job - especially enjoyed the activities and materials we were allowed to work with.

16. Very useful workshop.

17. This workshop was extremely beneficial - the instructional materials for disadvantaged students (computer, mystery folder, question folder, etc.) were presented in a manner that will allow me to develop my own materials. The speakers were all very good and informative.

18. Excellent workshop.

19. Very informative workshop - Please do it again.

DIRECTORY OF PARTICIPANTS

REGION IV

HALL, JAMES T. - P. O. Box 236, Dublin, NC 28332

PERRY, SADIE E. - Route 2, Box 345-D, Clarkton, NC 28433

GRAHAM, AVALENE B. - P. O. Box 262, Hallsboro, NC 28442

JUDAH, JOYCE CHRISTINE - 1333 Camelot Drive, Fayetteville, NC 28304

SLOOP, DAVID L. - 5730 Archer Road, Hope Mills, NC 28348

MELVIN, GLENDA M. - Route 2, Box 273A, Hope Mills, NC 28348

VILE, WILLIAM A. - 307 Murray Fork Drive, Fayetteville, NC 28304

GAGE, DAVA NEWSOME - P. O. Box 1435, Dunn, NC 28334

ASHLEY, GEORGE HERMAN, JR. - Route 3, Box 261-F, Raeford, NC 28376

HUFFMAN, BETTY H. - 3405 Melba Street, Fayetteville, NC 28301

NIXON, CAROLINA J. - 3506 Farm Circle Road, Fayetteville, NC 28306

WILBANKS, GAYE S. - 401 Rollingwood Circle, Fayetteville, NC 28305

SMITH, ROBERT R. - Candlewood Apts. I-2, Sanford, NC 27330

PEED, WAYNE L. - Route 2, Box 138, Angier, NC 27501

BREEDEN, CHARLES S. - Route 4, Box 547, Sanford, NC 27330

JENKINS, SHIRLEY - Box 117, Biscoe, NC

LYNCH, BETTY - P. O. Box 1094, Pinehurst, NC 28374

FRYE, HELENA H. - 400 W. Connecticut Avenue, Southern Pines, NC 28387

LOWRY, DIXIE D. - Route 1, Box 142A, Rockingham, NC 28379

JACKSON, GRACIE C. - Route 3, Box 168, Hamlet, NC 28345

ROBERTS, ETTA B. - P. O. Box 451, Ellerbe, NC 28338

GOODMAN, RONALD GLENN - Route 4, Box 203A, Rockingham, NC 28379

BLANKS, OSCAR T. - 2915 Olsen Drive, Lunberton, NC 28358

SAMPSON, JOHN H. JR. - P. O. Box 584, Pembroke, NC 28372

KINNEM, BETSY - 716 Woodclift Drive, Fayetteville, NC 28301

BOYD, BARBARA - 307 Oakridge Avenue, Fayetteville, NC

CAVANO , ARTHUR T. - 2508 Morganton Road, Fayetteville, NC 28303

POPE, GEORGE E. - 6427 Starbrook Drive, Fayetteville, NC 28301

SMITH, EDDIE - 3612 Cranbrook Road, Fayetteville, NC 28303

DUNCAN, JOHN - 1605 Grenock Drive, Fayetteville, NC 28304

COLLINS, VALERIA A. - 80 Provider Circle, Pope Air Force Base, NC 28307

LACY, CLARETHA L. - 1915 Eichelberge Drive, Fayetteville, NC 28303

McNEILL, WILLIAM F. - Route 1, Box 75, Elizabethtown, NC 28337

HAMPTON, JAMES R. - P. O. Box 1596, Sanford, NC 27330

HARRIS, GALEN D. - 402 McMillan Avenue, Red Springs, NC 28377

JOHNSON, DOROTHY S. - Route 2, Box 296, Laurinburg, NC 28352

LOCATION OF INSTITUTE: (NORTH CENTRAL SECTION OF THE STATE)
TECHNICAL COLLEGE OF ALAMANCE
HAW RIVER, NORTH CAROLINA
JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: WOODY BOSTIC, COORDINATOR, VOCATIONAL EDUCATION
MONROE MCVEY, TECHNICAL COLLEGE OF ALAMANCE

Introduction

Dr. William E. Taylor, President of The Technical Institute of Alamance in Haw River, North Carolina, extended formal greetings to the workshop participants. Some members of the technical institute served as hosts and presenters. Thus, their dedicated service enhanced the success of the entire workshop.

The vast majority of persons held residence in Region V, which includes counties in the north central section of North Carolina such as Alamance, Caswell, Chatham, Davidson, Guilford, and several others

Pre-Assessment

Tables 28, 29, and 30 depict the distribution of frequencies as indicated by 32 participants in Region V. As can be seen in Table 30, the majority of respondents (26 of 32, or 81 percent) felt that they were extremely confident or confident in performing task item 20 which concerns "Encouraging the establishment of appropriate attitudes of regular students toward disadvantaged students." It should be interesting to see how the participants rated task item 10 on the post-assessment (see Table 33 for comparison).

Treatment

Region V's instructional program activities served as the treatment given to the workshop participants. Thirty-two (32) can't be wrong when they indicated that the workshop was very beneficial to their professional growth. This assertion speaks well for the vocational coordinator and persons involved in the planning and implementation of the workshop. After reviewing the program agenda, one can easily see why this particular workshop was so effective (see program agenda, Region V).

Post-Assessment

After receiving such a helpful treatment (instructional program activities), the participants completed a post-assessment questionnaire. This measuring instrument produced some interesting results. For example, the data indicated that many of the respondents rated the task items higher on the pre-assessment than they did on the post-assessment (see Table 53 and 56). As can be seen in Table 56, a reversal occurred in the way the participants felt about their abilities to perform task item 20. Five respondents (5 of 32, or 16 percent) rated this particular performance task as one that they possess with extreme confidence.

In Table 53, twenty respondents (20 of 32, or 63 percent) felt extremely confident in their abilities to perform task item 20, prior to attending the workshop. An explanation of this dilemma may be attributed to the sensitivity level of vocational educators in North Carolina. Many of them were teaching effective domain concepts to their students concerning the disadvantaged.

Conclusion

It was concluded that the respondents were extremely confident in their abilities to perform task item 20, prior to attending the workshop. Therefore, it was concluded that the treatment had no effect on the participants concerning this item.

It was also concluded that the majority of participants felt positive about the workshop. Many of them indicated that the workshop was quite beneficial to them (see comments obtained from Region V).

TABLE 28

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION V

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.	5	15	7	4	
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.	5	13	6	8	
3. Establish an appropriate attitude toward disadvantaged students.		1	7	13	6
4. Familiar with the legal CETA definition and identification of disadvantaged youth.	3	14	6	9	
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.	7	10	6	8	1
6. Describe several major effects of economic deprivation of disadvantaged students.		5	9	16	2
7. Analyze disadvantaged students occupational interest and aptitudes.	1	5	13	11	1
8. Identify the specific nature of the students learning difficulty.	4	10	8	9	1

NOTE The response rating for this particular district is based on 32 participants.

*It should be noted that some of the participants did not respond to all of the items on the pre-assessment questionnaire.

TABLE 29

PRE-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION V

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.	2	5	9	15	1
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.		5	8	15	2
11. Identify supportive and resource personnel.		3	4	20	3
12. Identify a variety of community and governmental agency resources.	1	5	6	16	2
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.	1	7	7	14	1
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.	8	9	10	3	
15. Develop instructional materials for disadvantaged students.	2	7	7	12	2
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		5	6	16	3
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.	4	9	6	8	2

felt ex-
ior to
ttributed
a. Many
concerning

n their
Therefore,
con-

ve

TABLE 30

PRE-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION V

ASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.	3	6	4	14	3
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.	2	7	7	12	3
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			5	6	20
21. Help disadvantaged students develop positive attitudes about themselves and the world of work.		5	2	21	3
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.	1	7	14	8	1
23. Identify and solve problems concerning how to become employable and how to retain a job.		3	8	14	5
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.	4	9	13	5	
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.	1	11	11	4	3

elt ex-
or to
tributed
Many
oncerning

their
herefore,
on-

e

STAFF DEVELOPMENT FOR VOCATIONAL EDUCATION
TEACHERS AND VOCATIONAL COUNSELORS WORKING
WITH DISADVANTAGED STUDENTS

Technical College of Alamance, Haw River, NC
June 23 - 27, 1980
8:30 a.m. - 3:30 p.m.

A G E N D A

day, June 23, 1980

:30 - 9:00	WELCOME	William Taylor, President Tech. College of Alamance
	Orientation to Workshop	Woody Bostic, Regional Coord. Div. of Vocational Education
		Monroe McAley, Director of Adult Education, Technical College of Alamance
9:00 - 9:30	Definitions, Laws, etc. CETA	CETA Prime Sponsor
	Definitions, Laws, etc. Vocational Education	Jim Lunsford Support Services Coordinator SDPI
9:30 - 10:00	Identification/Characteristics of Disadvantaged Students	Jim Lunsford
10:00 - 10:15	BREAK	
10:15 - 12:00	Attitudes and Motivational Techniques for Educators	Dr. Vivian Harding, Consultant Title I
12:00 - 1:00	LUNCH	
1:00 - 2:00	Life/Career Planning	Dr. Ben Wolverton, Dean of Student Services, TCA and Staff
2:00 - 2:15	BREAK	
2:15 - 3:15	Competencies for Educators Serving the Disadvantaged	Dr. Edgar Farmer A & T State University

Monday, June 23, 1980 - Cont'd.

3:15 - 3:30	Summation/Discussion of Today's Activities	

Tuesday, June 24, 1980 (Auditorium)

8:30 - 8:45	Overview of Today's Activities	Woody Bostic, Regional Coordinator Div. of Vocational Education

DIVIDE PARTICIPANTS INTO TWO GROUPS:

Group A - (A thru L) Group B - (M thru Z)

8:45 - 11:30

Group A.	Job Placement, Coordination of Secondary Students	Terri Coble, Instructor Greensboro City Schools
Group B.	Linkage Between Personal Development and Job Training	Frank Rhodes, Counselor Carol Medlin, Instructor Technical College of Alamance

B R E A K - 15 Minutes - Convenience of Teacher

11:30 - 12:30 LUNCH

12:30 - 3:15

Group B.	Job Placement, Coordination of Secondary Students	Terri Coble
Group A.	Linkage Between Personal Development and Job Training	Frank Rhodes

B R E A K - 15 Minutes - Convenience of Teacher

3:15 - 3:30	Summation/Discussion of Today's Activities	

* *

Wednesday, June 25, 1980

8:30 - 8:45	Overview of Today's Activities	Woody Bostic
8:45 - 11:30	Developing Job Skills (Group A)	Pat Rudy, Region V Coordinator of Reading

Wednesday, June 25, 1980 - Cont'd.

	Developing Job Skills (Group B)	Sue Smith, Instructor West Forsyth High School
B R E A K -	15 Minutes - Convenience of Teacher	
11:30 - 12:30	L U N C H	
12:30 - 3:15	Developing Job Skills (Group B)	Pat Rudy, Region V Coordinator of Reading
	Developing Job Skills (Group A)	Sue Smith
B R E A K -	15 Minutes - Convenience of Teacher	
3:15 - 3:30	Summation/Discussion of Today's Activities	

Thursday, June 26, 1980

8:30 - 8:45	Overview of Today's Activities	Woody Bostic, Regional Coord. Div. of Vocational Education
8:45 - 10:00	Motivating and Mainstreaming Students	Pat Finger, Region V Division of Language Arts
10:00 - 10:15	B R E A K	
10:15 - 11:30	Developing Individualized Educational Plans for Disadvantaged	Pearl Goyena, Director Learning Lab, TCA
11:30 - 12:30	LUNCH	
12:30 - 3:15	Developing Individual Plan of Action	Group Activity - Woody Bostic
3:15 - 3:30	Summation/Discussion of Today's Activities	

* *

Friday, June 27, 1980

8:30 - 8:45	Overview of Today's Activities	Woody Bostic
8:45 - 9:45	Articulating Plan of Action by Program Areas (i.e. Business, Guidance & Administration, T&I, etc.)	

Friday, June 27, 1980 - Cont'd.

9:45 - 10:00	BREAK	
10:00 - 11:30	Video Taping Plan of Action	Monroe McVey, Director of Adult Education and TCA Staff
11:30 - 12:30	LUNCH	
12:30 - 2:00	Viewing and Critiquing TV Taped Plans of Action	
2:00 - 2:15	BREAK	
2:15 - 2:45	Post-test	
2:45 - 3:00	Completion of State Evaluation	
3:00 - 3:30	Complete Travel Claims, etc. Present Certificates of Credit	

TABLE 31

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION V

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
1. Understand the legislation related to disadvantaged students, P. L. 94-482, P. L. 94-142.		1	2	27	2
2. Familiar with the Federal and State guidelines and regulations related to disadvantaged students.		1		14	5
3. Establish an appropriate attitude toward disadvantaged students.				9	22
4. Familiar with the legal CETA definition and identification of disadvantaged youth.				21	11
5. Administer diagnostic assessment instruments and techniques for classification and placement of disadvantaged students.			4	25	3
6. Describe several major effects of economic deprivation of disadvantaged students.				15	17
7. Analyze disadvantaged students occupational interest and aptitudes.		1	2	23	6
8. Identify the specific nature of the students learning difficulty.			6	20	5

NOTE The response rating for this particular district is based on 32 participants.

*It should be noted that some of the participants did not respond to all of the items on the post-assessment questionnaire.

TABLE 32

POST-ASSESSMENT OF PARTICIPANTS FOR

INSTITUTE IN REGION V

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
9. Analyze the local or regional job market and employment trends.			4	20	8
10. Lead disadvantaged students to determine the career objectives which are most consistent with their interests and abilities.		1	1	25	4
11. Identify supportive and resource personnel.		1	1	13	17
12. Identify a variety of community and governmental agency resources.			1	20	11
13. Determine types of materials, methods and learning situations which are most appropriate for disadvantaged students.				17	15
14. Conduct task analyses to determine competencies needed for vocational educators serving disadvantaged students.		1	6	22	4
15. Develop instructional materials for disadvantaged students.		1		24	7
16. Identify the needed audio-visual materials, equipment, and other teaching aids.		2		19	11
17. Familiar with strategies for assisting disadvantaged students overcome effects of economic deprivation.		1		16	14

TABLE 33

POST-ASSESSMENT OF PARTICIPANTS FOR INSTITUTE IN REGION V

TASKS BASED ON THE OBJECTIVES OF THE PROJECT.	RESPONSE RATING SCALE				
	UNCONFIDENT (1)	LITTLE KNOWLEDGE (2)	UNDECIDED (3)	CONFIDENT (4)	EXTREMELY CONFIDENT (5)
18. Modify instructional materials and techniques for disadvantaged students to facilitate learning.		1	1	24	7
19. Familiar with motivational and reinforcement techniques pertaining to disadvantaged students.		1		16	14
20. Encourage the establishment of appropriate attitudes of regular students toward disadvantaged students.			3	24	5
21 Help disadvantaged students develop positive attitudes about themselves and the world of work.				20	11
22. Familiar with strategies for assisting disadvantaged students develop long-range career plans.			4	22	7
23. Identify and solve problems concerning how to become employable and how to retain a job.			1	15	16
24. Establish a training plan to assist others (teachers, administrators, etc.) on techniques in working with disadvantaged students.				25	7
25. Develop and utilize two-way techniques for communicating with disadvantaged students and their families.				26	6

COMMENTS OBTAINED FROM REGION V - POST-ASSESSMENT QUESTIONNAIRES:

1. Most of the sessions were well done - speakers were well organized and enthusiastic about communication with us. I felt we never "got to" the subject on Pearl's session - "IEPs." I feel the workshop will help me very much in working with disadvantaged youth.

2. I feel this workshop has helped to establish rapport and communication between secondary and post-secondary levels of education. I feel a week is too long. Three days would be better. It bothers me that at the secondary level there is a tendency to "label" students. At the community college/technical college level, we treat all persons as students - and try to work with them from there.

3. Great content and handouts - refreshments and chairs/tables inadequate. The larger person needs a more comfortable chair - if not present in room, make available.

4. This workshop has greatly contributed to my understanding and knowledge of how to deal with disadvantaged students.

5. Most helpful and inspiring.

6. This workshop has been very valuable to me. It has given me the information I needed to become a more effective coordinator - the participants or instructors were excellent.

7. There needs to be a category between "little knowledge" and "confident" to indicate.

8. Video-taping and work sessions beneficial. Terri Coble, Pearl Goyena very good. Some of the other guests were too broad and difficult to relate information to my needs.

9. This has been the most informative and helpful workshop I have attended. The planning was excellent.

10. I feel much more positive about working with disadvantaged students now. The workshop was one of the best I have ever attended.

11. I would have liked to hear from some employers of those students. I enjoyed and learned a lot from the workshop.

12. The workshop was very helpful in defining the disadvantaged students and in providing information on how to teach and deal with them.

DIRECTORY OF PARTICIPANTS

REGION V — Workshop Date: June 23-27, 1980

WILSON, JOSEPH P. - 1971 Faculty Drive, Winston-Salem, NC 27106

KOLISCHAK, MARY - 712 Chester Road, Winston-Salem, NC 27104

HARDIN, JOAN - 2881 Northbridge Road, Winston-Salem, NC 27103

GARRETT, THOMAS W. - Route #3, Box 251 A, Liberty, NC 27298

BROWN, MARY BOWLES - 616 Burke Trail, Thomasville, NC 27360

GREENE, KAREN K. - Route #2, Box 341, Burlington, NC

WILEY, MARY GANNAWAY - 437 Poplar Street, Danville, VA

TRUITT, BRENDA D. - P. O. Box 628, Siler City, NC 27344

YOUNGBLOOD, FRANCES, 15 Mayflower Lane, Lexington, NC

ROBERSON, JOHN L. - 1836 Oak Drive, Asheboro, NC

NORWOOD, JANE - 1126 Manning Street, Eden, NC 27288

PRICE, SANDRA - 603 Ellington Road, Siler City, NC 27344

POOLE, CARL - Route #1, Elon College, NC 27244

DAVIS, MARY - 212 Chestnut Street, Lexington, NC 27292

SULECKI, RICHARD - Route #1, Box 129, Burlington, NC

EVERETTE, KAROL - 813 Spring Street, Reidsville, NC 27320

SOUTHERLAND, SHELDON - Route #3, Box 145, Pittsboro, NC 27312

LAVACK, HELEN H. - 1122 Virginia Street, Greensboro, NC 27401

TROTMAN, MARY - P. O. Box 523, Jamestown, NC 27282

ELLINGTON, CARROLL M. - 114 W. McAden Street, Graham, NC 27253

POWERS, BETTY - 2815 Sherwood Street, Greensboro, NC 27403

NEWSOME, ELIZABETH - Route #2, Box 299, Kannapolis, NC 28081

WILSON, RICKY LEE, #3 Dearr Drive, Lexington, NC 27292

HEDRICK, DALE, Route #6, Box 401, Lexington, NC 27292

WADE, JAMES R. - 101 Cloverbrook Ct., Jamestown, NC 27282

MASSEY, HELEN - P. O. Box 175, Hillsborough, NC 27278

LEWIS, BETTY - 2407 Springwood Drive, Greensboro, NC

DUNGEE, CLYDE - 3907 Glen Oak Drive, Winston-Salem, NC

GREENE, ELIZABETH - P. O. Box 74, Yanceyville, NC 27379

HIGGINS, DONNA - 5005 Kenview Drive, Greensboro, NC

ASHLEY, ARCH ANNA - 1105 Benjamin Parkway, Greensboro, NC 27408

DEHAVEN, KAREN - 4904 Carolina Street, Greensboro, NC 27406

BATES, BOB - Technical College of Alamance, P. O. Box 623, Haw River, NC 27258

SCHUTZ, PAUL - Technical College of Alamance, P. O. Box 623, Haw River, NC 27258

CRANE, JANET - 2522 Emerald Drive, Greensboro, NC

COX, HARIETTE - Asheboro City Schools, Box 1103, Asheboro, NC

LOCATION OF INSTITUTE: (SOUTHWEST SECTION OF THE STATE)
CENTRAL PIEDMONT COMMUNITY COLLEGE
CHARLOTTE, NORTH CAROLINA
JUNE 23 - 27, 1980

REGIONAL PLANNING STAFF: EARL PRICE, COORDINATOR, VOCATIONAL EDUCATION
BENNY COXTON, REGIONAL CENTER DIRECTOR
JIM LUNSFORD, SUPPORT SERVICES COORDINATOR
DIVISION OF VOCATIONAL EDUCATION
RICK KIRCHBERG, STAFF DEVELOPMENT SPECIALIST
MAYO GAY, CENTRAL PIEDMONT COMMUNITY COLLEGE

CEDARBROOK COLLEGE
EXPENSE CLAIM

DATE: _____

DEPARTMENT: _____

DATE	DETAILS	KM. OR MILES	IN DIST. TRAVEL	OUT OF DIST. DIST. TRAVEL	SUPPLIES	MISC.
			$	$	$	$
	TOTALS		$	$	$	$

CURRENT RATES

X ¢/MILE
X ¢/KILOMETRE

PLEASE INDICATE WHETHER YOU ARE USING: ☐ MILES
☐ KILOMETRES

* IF AMOUNT ADVANCED EXCEEDS TOTAL EXPENSES, PLEASE ATTACH YOUR PAYMENT.

DESCRIPTION	EXP. CODE	G/L. NO.	AMOUNT
IN-DISTRICT TRAVEL			
OUT-OF-DIST. TRAVEL			
SUPPLIES			
MISCELLANEOUS			
		TOTAL	
		LESS: ADVANCE	
		AMOUNT OF CLAIM*	

BEST COPY AVAILABLE

CEDARBROOK COLLEGE
PART TIME FACULTY TIME SHEET
(COMMUNITY EDUCATION)

Please fill out a separate time sheet for each course by region.

Return time sheet to your **Local College Office** or **Evening Supervisor** as soon as completed.

Any differences in hours from the contract must be explained in Variance Explanation Column.

NAME _____ DATE _____

ADDRESS _____ COURSE _____

_____

MONTH _____ REGIONAL OFFICE _____

DATE	INST. HOURS	VARIANCE EXPLANATION

INSTRUCTOR'S SIGNATURE _____

MAXIMUM ENROLLMENT _____

BEST COPY AVAILABLE

BEST COPY AVAILABLE

INSTRUCTIONAL DESIGN TEMPLATE

INSTRUCTIONAL OBJECTIVE: NO. 1 . . . . Cabinet Making

In a classroom setting, the learner will read a detailed plan for construction of a utility cabinet. Acceptable performnace will constitute preparation of a "material cutting list." 100% accuracy on component measurement is required.

	LEARNING TASKS	Type of Learning Outcome	Instructional Techniques	Instructional Resources
Lt. 5	Compile material cutting list.	Intellectual Skill	Individual Task. Provide visual feedback from group discussion.	Overhead projector, transparency of completed form.
Lt. 4	Identify material sizes	Intellectual Skill	Distinguish size by using group discussion, solicit answer by random questioning.	Provide physical examples relative to project.
Lt. 3	Determine project measurements	Intellectual Skill	Provide visual feedback from chalkboard.	Chalkboard, blueprint, measuring rule.
Lt. 2	Interpret design criteria.	Intellectual Skill	Small group discussion. Lecture. Large group discussion.	Use breakdown model of project. Use overhead projector, chalkboard.
Lt. 1	Distinguish between views, sections and details using a blueprint.	Intellectual Skill	Individual task. Fill in the name blanks on detail print.	Distribute blueprint, provide measuring rule.

An instructional objective is analyzed most effectively by first identifying the task which immediately precedes the final behaviour, and progressing systematically down to the initial task to be performed. Research indicates that, by following this procedure, important tasks are not ommitted. The learning tasks on this page are ordered to reflect this principle.

BEST COPY AVAILABLE

Facilitate Instructor Training
E-2

In the chapter on **Program Planning** we described a project undertaken to develop a training program for CE instructors. You can follow that plan to design a similar program for your own instructors or you can use some of the existing resources which we will describe in this section.

A number of programs already exist to meet the training needs of instructors.

School Districts and Colleges

Some school districts and colleges offer orientation and refresher courses for their instructors. Not many of these programs are "packaged" in a form which can be borrowed and used by other institutions, but you should take some time to check with your colleagues in other institutions to see what they have developed.

Ministry of Education

Each year, the Continuing Education Division in the Ministry offers professional development workshops on specific topics like Needs Identification and Adult Basic Education. The Ministry also attempts to keep a current list of conferences and workshops for continuing educators.

In addition to these services, the Ministry has developed a series of eleven instructional modules called, *Introduction to Teaching Adults.* Each module consists of a workbook and a cassette tape, and is designed as an independent study program. The topics covered in the series include:

- Guidelines for Beginning Teachers of Adults
- Using Instructional Techniques
- Using Instructional Media
- Using Evaluation Instruments
- Designing Instruction
- Writing Instructional Objectives
- Managing Instruction
- Enhancing Motivation
- Understanding the Adult as Learner
- Understanding the Learning Process
- Continuing Your Development

For more information about these resources, contact:

The Director
Continuing Education Division
Post-Secondary Department
Ministry of Education
835 Humboldt Street
Victoria, B.C. V8V 2M4

Instructor's Diploma Program

The Centre for Continuing Education at the University of British Columbia offers the Instructor's Diploma Program. There are four courses in the series: I.D. 101 — Preparing for Instruction; I.D. 102 — The Elements of Instruction; I.D. 103 — Technology of Instruction; and I.D. 104 —

Evaluation of Student Progress. Several courses are available by correspondence, and all are offered in a summer session at the University of British Columbia. Courses are also offered on-site at the colleges. For further information, contact:

The Director
Instructor's Diploma Program
The Centre for Continuing Education
5997 Iona Drive
The University of British Columbia
Vancouver, B.C. V6T 2A4

Diploma in Adult Education

A diploma in Adult Education is offered by the Centre for Continuing Education at the University of British Columbia. The Program consists of 15 units of course work plus an internship, and may be completed in approximately eight months of full-time study or over a longer period by part-time study. One course is available by correspondence study — Education 412 — Introduction to Adult Education. For information, contact:

The Administrator
Diploma Program in Adult Education
The Centre for Continuing Education
5997 Iona Drive
The University of British Columbia
Vancouver, B.C. V6T 2A4

Graduate Degree in Adult Education

The Division of Adult Education at the University of British Columbia offers programs of study leading to masters' and doctoral degrees in adult edcuation. For information, contact:

The Chairman
Adult Education Division
Department of Administrative, Adult, and Higher Education
The University of British Columbia
5760 Toronto Road
Vancouver, B.C. V6T 1L2

Workshops and Short Courses

The Centre for Continuing Education and the Division of Adult Education at the University of British Columbia offer a fall and winter series of workshops and short courses in Vancouver and a week long program known as Chautauqua by the Pacific. Most of these courses are one or two days long. Some recent programs include: Teaching Adults, Developing Instructional Modules, Evaluation of Learning, and Design and Management of Instruction. For further information, contact:

The Assistant Director
Adult Education Programs
The Centre for Continuing Education
5997 Iona Drive
The University of British Columbia
Vancouver, B.C. V6T 2A4

The Division of University Extension at the University of Victoria offers workshops and short courses in adult counselling and instruction, program development, and adult special educa-

tion in the Greater Victoria area and, by request, in cooperation with community colleges throughout British Columbia. Further information can be obtained from:

Division of University Extension
University of Victoria
P.O. Box 1700
Victoria, B.C. V8W 2Y2

Professional Associations

A number of organizations exist to serve the needs of continuing educators. They include:

Pacific Association for Continuing Education
2862 West 38th Avenue
Vancouver, B.C. V6N 2W9
(newsletter, annual conference, educational meetings)

Canadian Association for Adult Education
29 Prince Arthur Avenue
Toronto, Ontario M5R 1B2
(newsletter, other publications, meeting)

Professional Associations

Northwest Adult Education Association
c/o Director, Continuing Education
University of Puget Sound
Tacoma, Washington 98416
(newsletter, other publications, annual conference)

Adult Education Association of the United States
810 - 18th Street N.W.
Washington D.C. 20006
(journals, other publications, special interest groups, meetings)

British Columbia Society for Training and Development
P.O. Box 7, Station A
Vancouver, B.C. V6C 2L8
(newsletter, educational meetings)

B.C. Association of Continuing Education Administrators
721 Chesterfield Avenue
North Vancouver, B.C. V7M 2M5

Community Education Association of British Columbia
1661 Napier Street
Vancouver, B.C. V5L 4X4
(newsletter, annual conference, meetings)

Adult Basic Education Association of British Columbia
Donna Stainsby, President
School District #41, 5325 Kincaid Street,
Burnaby, B.C. V5G 1W2
(newsletter, annual conference, meetings)

Teachers of English as an Additional Language (TEAL)
9900 Gilhurst Crescent,
Richmond, B.C. V7A 1P2

National Institute of Adult Education
19-B DeMontfort Street
Leicester, U.K. LE1 7GE

Provide Instructional Support
E-3

Providing instructional support involves activities which go beyond providing your instructors with training opportunities. Your role is also to act as a liaison between instructors and participants and to ensure that the institution's resources and services all contribute to the success of your program. Both the instructors and participants will rely on you to:

- ☐ help set a positive climate for learning
- ☐ take care of administrative matters
- ☐ manage facilities, scheduling, and equipment
- ☐ resolve complaints
- ☐ evaluate the course or program according to the objectives

In fact, every unit in this manual relates to the provision of support for instruction.

Relate to Support Staff
E-4

A good part of your time will be directed towards maintaining a good working relationship with support staff in your institution. Administrative assistants, secretaries, receptionists, custodians, mail clerks and special project staff, all contribute a great deal to the success of continuing education. In addition, you will be required to work with staff from outside institutions like community agencies, business and government.

The key to a smooth working relationship with any group is to be reasonable, respectful, and sensitive to their needs. It is important for support staff:

- ■ to feel free from threat of failure or punishment
- ■ to feel part of a supportive group
- ■ to feel worthwhile and to work toward a meaningful goal
- ■ to feel recognized for their contributions

Before you ask support staff "to do something" for you, you might consider the following questions:

- ☐ Do I really need help with this task?
- ☐ Is the task my responsibility?
- ☐ Am I the right person to delegate the task to support staff?
- ☐ Are my instructions clear?
- ☐ Can the person to whom I have delegated this task consult freely with me?
- ☐ Am I giving enough time to complete the job?
- ☐ How can I recognize this person's contribution or assistance?
- ☐ Will I be open to suggestions from this person about alternatives to my instruction?
- ☐ Is this person accepting the task as a favour to me?
- ☐ Can I return the favour and give a hand to this person when the need arises?

We will deal more with the art of management in **Unit F, Practice Communication Skills.**

Manage Time & Workload
E-5

Your duties as a programmer involve a variety of activities, so it is important that you organize your time efficiently. The following exercise is designed to help you identify how you manage your time at work.

Exercise

Answer 'yes' or 'no' to the following questions:

		Yes	No
1)	Do you find that you spend 5 to 10 minutes trying to find a particular letter, address, or piece of information?	☐	☐
2)	Do you find yourself arriving at meetings and appointments 10 minutes late?	☐	☐
3)	Do you often notice that it is 4:30 pm and you stil have not made those two important phone calls you intended to make that morning?	☐	☐
4)	Do you often ask your secretary to drop everything else to take care of a last minute crisis for you?	☐	☐
5)	Do you find your meetings generally run overtime?	☐	☐

6)	At the end of a normal day do you feel that you didn't accomplish most of the tasks you had set for youself?	☐	☐
7)	Do you often start your day with a feeling of anxiety wondering how you will manage to get through the day?	☐	☐
8)	Do you have papers and files on your desk or in your briefcase you haven't looked at during the past six weeks?	☐	☐
9)	Do support staff who are helping you with relatively simple tasks need to consult with you three or four times before they get the job done?	☐	☐
10)	Do you find that while working on one task you are thinking of two or three other things you need to do?	☐	☐
11)	After a meeting or a telephone conversation has ended do you often remember one or two important items that you should have discussed at the time?	☐	☐
12)	Do you find that you often commit yourself to two or three meetings at the same time?	☐	☐
13)	Do you often skip lunch because, "there is just not enough time?"	☐	☐

If you have answered 'yes' to more than 3 of these questions, you might consider some of the tips contained in the next section.

Guidelines for Work/Time Management

While planning your activities for any day, week, or month, you should set a goal around which your work can be organized and arranged. This organizing goal will establish priorities among the many tasks you need to accomplish. For example:

> "Nov. 1 - Oct. 15: I will increase my skills in time management. I will spend at least one hour a day, (including weekends), planning, reading, taking notes, and making time tables. This is my first priority."

This priority will serve as a focus for every day and for every week. The skills that you acquire will influence planning and other tasks.

The following supplies will help you in planning and remembering tasks you have planned:

- ☐ a diary with at least half a page space allowance for each day. It should also contain an alphabetized address section.
- ☐ a medium-size spiral-bound or looseleaf notebook. You can jot down addresses, notes, reminders, and then transfer them later to appropriate record-keeping files.
- ☐ plenty of scratch paper and pens near your telephone to record essential notes from conversations.
- ☐ a briefcase with two or three compartments that can be used to keep priority material in order.

Your work space should be arranged so that:

- ☐ the desk, files, and stationery allow you efficient access
- ☐ the physical arrangement is comfortable and allows you an undisturbed working space
- ☐ the surroundings are as pleasant as possible without being distracting

When you delegate work to other colleagues your directions should be clear, complete, and arranged in order of priority. If the directions are complicated, write notes in point form, indicate dates for the completion of each task and emphasize important details which must not be overlooked.

It is useful if your colleagues have an undertanding in advance of how an apparently small, detailed, task fits into the whole picture. It makes the task seem less like a chore and explanations in advance save time from making explanations later.

Allow a realistic amount of time for each task. Break down larger tasks into smaller parts. Estimate the time for each part. For example:

Main Task:

- ☐ Form an advisory committee for planning a special project

Sub Tasks:

- ■ Telephone people you know who might be interested or able to recommend members — 15 people — estimated time: 4 hours
- ■ Contact people to whom you are referred — estimated time: 2 hours
- ■ Arrange suitable space and time for first meeting — estimated time: 1 hour
- ■ Prepare a brief report for the first meeting — estimated time: 3 hours
- ■ Prepare an agenda and write a letter to prospective committee members — estimated time: 1½ hours

SUGGESTIONS FOR FURTHER READING

Manage
Personnel
E

Community Education Instructors Handbook. Continuing Education, Fraser Valley College, Abbotsford, B.C., May 1979.

An outline of administrative procedures and resources prepared for C.E. instructors. It describes personnel guidelines, support services, and facilities.

Beach, Dale S. *Personnel: Management of People at Work.* New York: McMillan Publishing Co., Inc. 1975.

A comprehensive analysis of the philosophy, principles, and policies of personnel management. Labor and management relations, organizational human resource planning, training, and development.

Mintzberg, Henry. *The Nature of Managerial Work.* New York: Harper and Row, Publishers. 1973.

How work is managed; the manager's role; job environment, and managerial types.

Sedwick, Robert C. *Interaction: Interpersonal Relationships in Organizations.* Englewood Cliffs, N.J. Prentice Hall, Inc. 1974.

A historical perspective on the development of management theories and the interrelationship between the individual and the group in work settings.

Strauss, George and Sayles, Leonard LR. *Personnel: the Human Problems of Management:* Englewood Cliffs, N.J.: Prentice Hall, Inc. 1967.

Principles of personnel management; motivating people at work; work delegation; building a team, training; supervision; evaluation.

Terry, George R. *Office Management and Control.* Homewood, Illinois: Richard D. Irwin, Inc. 1975.

Systems analysis and design, work simplification, computer utilization. Records management, office control and manuals, time management. Basics of cost and budgetary control.

PRACTICE COMMUNICATION SKILLS

F

PRACTICE COMMUNICATION SKILLS F

In almost all phases of your work, you need to practice effective communication skills. You also need to know how to use the communication channels which exist within your department, your institution, and throughout the community.

You use communication skills when you:

- ☐ consult with colleagues
- ☐ give information to participants, in person, by telephone, or in writing
- ☐ write a memo to book a slide projector
- ☐ design a form to keep a record of your department's instructional resources
- ☐ address a community group to recruit volunteers
- ☐ interview instructors
- ☐ participate in a planning meeting
- ☐ write a report
- ☐ write a letter to a local community agency asking for their support
- ☐ talk to the press about your program
- ☐ write a press release, to promote your courses
- ☐ report to your instructors about the participants' reaction to their courses

Exercise

These are just a few examples. Try to list as many other examples as you can to complete the list. Then review the items and try to formulate a one sentence definition of communication.

Compare your definition to the one we have created:

> **Communication is the process by which a person expresses feelings, thoughts, information and intention to others and understands feelings, thoughts, information and intention expressed by others.**

Communication is a complex process and our definition is fairly simple, but it does cover a number of important principles worth noting:

- ■ Communication is a two-way process involving two or more people.
- ■ Everyone communicates to different levels of effectiveness.
- ■ In communication we use symbols — language, gesture, tone, action, facial expression, body posture, signs, art, music and so on — to convey meaning.

- Not all that we communicate is intentional. Often we communicate meanings which are unintentional and can affect the message we intend to communicate.

In this unit we will only deal with forms of written and verbal communication and how they affect your success as an administrator. We have already dealt with other forms of communication media like pictures and sound in the chapter on promotion and marketing. We have also covered some material on inter-personal communication between you and your instructors in the chapters on planning courses and conducting evaluation.

Write Reports F-1

In all forms of written communication you should try to do three things:

- define your purpose in writing (to record, persuade, evaluate, recommend)
- analyze the needs of your audience (to whom are you writing)
- present your message in a clear, concise form

These points are particularly important when writing reports. Plan your writing to focus on four main ideas.

- ☐ **Purpose.** What results do I want from my writing?
- ☐ **Audience.** What does the reader need to know?
- ☐ **Message.** What are the main ideas?
- ☐ **Emphasis.** What do I need to emphasize to get the results I want?

Once you have organized the plan, write a draft which you can edit and revise to produce the final copy.

Reports fall into two types of categories:

- Those intended merely to **record information.**
  and
- Those whose purpose is **to get things done.**

Whichever approach you choose will determine the development of your writing. In the first category your primary objective is to analyze data for purposes of communicating information. In the second category your primary objective is to **persuade** somebody to act on some idea.

There are subtle differences in the style and the organization of these two types of reports. A typical example of a format for an information report would include.

- a statement of the problem under study
- the method of approach
- the procedure or method
- evidence to support the recommendation
- an analysis of the data

In an action report you present the critical information first to make the issue clear to those who are being encouraged to act upon your recommendations.

Whenever you produce a report, try to use a writing style and vocabulary which is appropriate to the reader. If you have any doubts about your audience, use a simple, clear style. Being accused of writing too simply can actually be a compliment. It means you are communicating.

For more discussion and examples of different types of reports see unit G-1 and unit A-4, which examine outlines for organizing written proposals and evaluation reports.

Compile Statistics
F-2

We have already spent some time in unit A-4, describing techniques for collecting and using statistics for needs assessment surveys. In Unit C we touched upon the use of statistics to analyze markets in continuing education. In units C-1 and C-2 we discussed the use of statistical data to evaluate courses and programs.

There are two more important reasons for compiling statistics: to justify the role of continuing education and to explain its impact on the community. Someone once said that continuing education is a "game" of statistics. Certainly there are a significant number of adults who participate in CE courses each year throughout B.C. The number of participants, often determines the continuation or termination of programs. Sometimes statistics on participation are used by the Ministry as a means to support programs financially, but numbers play an even greater part in providing both government and institutions with data to predict trends and needs in continuing education. At times, the process of collecting and reporting statistics on participation seems tedious, but it is the only systematic and consistent way to communciate the importance and pervasiveness of continuing education.

Process Forms
F-3

Forms can be an effective medium for communicating information collected from large groups. If you use forms for collecting data consider the following questions:

- ☐ What is the purpose of the form?
- ☐ Does it communicate its purpose clearly?
- ☐ Is the information requested relevant to the purpose?
- ☐ Is the layout approopriate?
- ☐ Is there enough space for all the information requested?

When you complete forms requested by your institution, department, or other agencies, it is important that you:

- determine what information is needed

- provide complete and clear information
- consult with a knowledgeable person if you have any questions

Two other tips might save you time in dealing with forms:

- keep copies of forms that you use most frequently
- keep a record or checklist of forms and the date when you processed them. (At least you will not be blamed if the system fails ap[illegible]!)

Prepare Correspondence F-4

A good part of your time will be spent corresponding with people in your institution, in the community, with participants, and with instructors. You likely respond to written correspondence in two ways:

- by memoranda, to people within the institution
- by letter, to people outside the institution

Although the format for each type is different, letters and memos represent a direct form of communication between you and another person. Like a letter to a friend, your letters at work should be cordial, interesting, and sensitive to the reader's needs and feelings. Unlike a letter to a friend, correspondence at work requires careful planning. It should have a clearly stated purpose; it should be brief and well-organized.

Exercise

List the steps you follow when you prepare a memo or a letter.
Compare your approach with the steps outlined below:

- ☐ describe what your reader needs to know
- ☐ explain what you want your reader to do
- ☐ list the points which need emphasis
- ☐ organize the points into an outline which includes:
  - an opening statement
  - details your reader needs to know
  - a call for action statement (For example, "Could you write a letter of support for our proposal. We would need it by March 12.")
- ☐ write a draft copy
- ☐ edit the draft to make it as clear, concise, and brief as possible
- ☐ check your language for directness by asking, "Am I using the same kind of language I would use if I were talking directly to the reader?"

- ☐ check the tone of your statement by asking yourself how you would react if you received a memo or letter like the one you have written

Memos

Memos are the most frequent type of written communication used within an institution. They may be a routine short message or a small progress report on a project, a request, an announcement, or an item of information. The language and tone you use depends upon how well you know the reader. For example, if you write a memo to a colleague you know personally, the style and tone can be informal. Writing to someone you don't know well, or to a supervisor might call for a more formal style.

The following two memos are examples of a formal and informal style.

A Formal Memo

CEDARBROOK COLLEGE
Continuing Education Department

To: *Ms. H. Leung, Head Librarian*
From: *B. Johnson, CE Programmer*

Date: *March 14, 1980*
Tel.: *Local 286*

Subject: *Library cards for CE participants*

Several participants in the continuing education program have asked me if they may check out books from the library.

Will you please give me some information on the following:

1) *Is there a procedure established for issuing library cards to non-credit students?*
2) *Can participants use registration receipts issued by our department as temporary library cards?*
3) *Will participants be able to use the inter-library loan system?*

I will be glad to meet with you and discuss this subject further. You can reach me at the number above and most afternoons between 2:00 - 4:00 pm.

An Informal Memo

CEDARBROOK COLLEGE
Continuing Education Department

To: *Roger*
From: *Johanna*

Date: *Feb. 4, 1980*

Subject: *CE Programmer Skill Development Workshops*

As you know, there will be three training workshops in our region next month. May I have your approval to:

1) *attend the one on* **Proposal Writing** *on March 10*
2) *charge the registration fee and my transportation costs ($50.00 in total) to the department.*

BEST COPY AVAILABLE

Letters

Formal letters serve a number of useful purposes. They enable you to communicate precisely, record a statement, an agreement, or a transaction in a more permanent form than a telephone conversation. In fact, sometimes letters can save you time if you are consistently unable to contact a person by phone.

Writing effective letters is an art as well as a skill. We have already described the components of a good letter. Now, as an exercise, consider the following example.

A participant in a course at Cedarbrook College has written to the CE department to confirm that his application form and cheque have been received. He receives the following letter in reply:

CEDARBROOK COLLEGE
Continuing Education Department

March 1, 1980

Mr. J.H. Frederick
1422 North Street
Aixville, B.C.
V2S 4J4

Dear Mr. Frederick:

In regard to registration confirmation for course #CE-42 see enclosed a copy of confirmation notice and a copy of fee receipt regarding same. A C-145 and R-297 were generated upon receipt of application but not forwarded due to non-payment during the registration period February 7-21. In future, payment must accompany registration in advance of deadline. The enclosure, we trust, will clarify your query.

Yours truly,

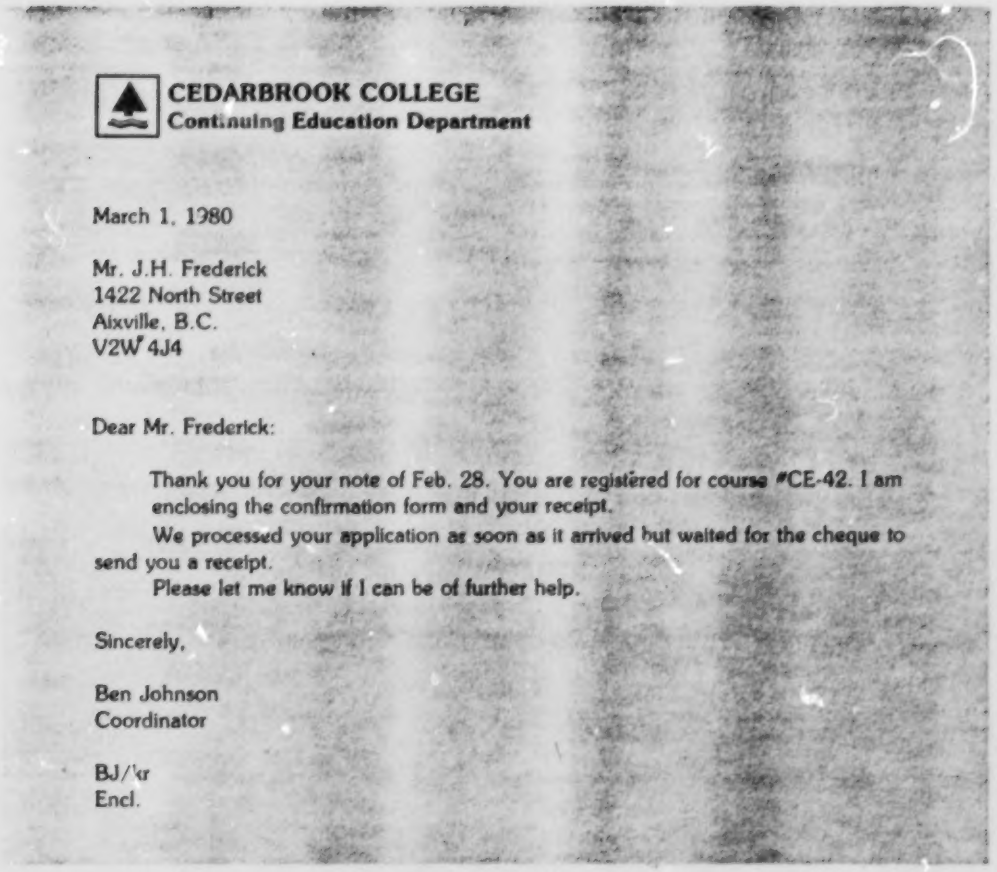
B. Johnson
Coordinator

BJ/kr
Encl.

Exercise

- ☐ What would be your reaction if you received a letter like this one?
- ☐ Do you think the writer is using an appropriate style and tone?
- ☐ How would you change the letter to make it more interesting and more understandable?
- ☐ Compare your suggestions with the revised version below:

BEST COPY AVAILABLE



CEDARBROOK COLLEGE
Continuing Education Department

March 1, 1980

Mr. J.H. Frederick
1422 North Street
Aixville, B.C.
V2W 4J4

Dear Mr. Frederick:

Thank you for your note of Feb. 28. You are registered for course #CE-42. I am enclosing the confirmation form and your receipt.

We processed your application as soon as it arrived but waited for the cheque to send you a receipt.

Please let me know if I can be of further help.

Sincerely,

Ben Johnson
Coordinator

BJ/kr
Encl.

Exercise Discussion

The revised sample letter:

- addresses the reader directly by using the pronoun "you"
- avoids the passive voice and identifies the writer as "I"
- uses a formal, but friendly tone
- avoids "legalese" or "business" phrases such as "regarding same", "upon receipt of . . .," and "query"

To ensure that your letters are effective, both you and your reader should feel at ease with the style and the tone.

Conduct Interviews **F-5**

As a programmer, you will often be involved with interviewing instructors for your programs. Occasionally, you may participate as a member of a selection committee whose job it is

BEST COPY AVAILABLE

to interview candidates for administrative or support staff positions.

Interviewing Personnel

Interviews require careful planning. You need to set objectives.

- Interviews should not repeat information that is already available to you, through the application form and resume.
- Only information that is related to the job requirements should be discussed during the interview.

Set the Atmosphere

Most people feel tense and apprehensive during an interview. The sooner you put the applicant at ease, the more likely you are to get a full picture of his personality, abilities, previous experience, and career goals.

Consider the following points when interviewing:

- ☐ give the applicant a brief introduction to the job demands, work setting, and goals of the institution
- ☐ avoid questions that can be answered by either 'yes' or 'no'. Give the applicant a chance to demonstrate his ability to communicate.
- ☐ avoid leading questions that imply a specific answer. For example: "You wouldn't mind working overtime sometime, would you?" It is more effective if you ask, "How did you feel about working overtime in your previous job?"
- ☐ allow the applicant to talk freely. You should listen attentively and not pass judgement on what he says.

Remember your own experience and try to emulate the behaviour of those interviewers who treated you well.

Giving Interviews

Besides conducting interviews, there will be occasions when you will be called upon to give an interview to:

- ☐ a member of the press, radio, or television
- ☐ a researcher studying a topic related to your program or a need in your community
- ☐ a colleague, from your own or some other institution, interested in a particular approach or technique you have developed
- ☐ an evaluator or a consultant who needs special information

In many ways an interview can be like a pleasant conversation between two people. Both parties should feel relaxed, listen attentively, and speak naturally. But, unlike two persons talking to each other, the interviewer and the subject need to:

- agree on a definite subject, time, location and duration for the interview
- prepare for the interview
- be clear about their different roles and the purpose for the interview

Some of the following tips may help you deal successfully with an interviewer:

- ☐ Before you agree to give an interview, you need to develop confidence in the interviewer. Try to establish the interviewer's credibility by asking for a letter of introduction or checking his references.
- ☐ Obtain clear information about the interviewer's objective. What does he want to know?
- ☐ Ask yourself how important the interview is to your priorities. Should someone else in your department give the interview? Should you include someone else or consult with someone else?
- ☐ Define your purpose and the results you anticipate from the interview
- ☐ Determine whether your purpose is realistic.
- ☐ Specify the subject for the interview. Let the interviewer know what type of information you can give.
- ☐ Decide on the amount of time you can spend on the interview and in preparation for it.
- ☐ Communicate your expectations and conditions for the interview to the interviewer. Plan what you are going to say, what message or points you want to emphasize.

Radio and Television Interviews

For live, or taped, radio and television interviews, you need to develop a special rapport with the interviewer. To determine whether or not the interviewer will be sympathetic towards you, ask yourself the following questions:

Can I rely on the interviewer to:

- ☐ respect our agreement and ask only questions which are relevant to the topic?
- ☐ allow me to express myself freely?
- ☐ be friendly and informal, but professional, in his manner?
- ☐ be neutral and not pass judgement on what I say?
- ☐ keep me at ease during the interview and not embarrass or hurry me?
- ☐ be considerate of my immediate or future well-being and my self-esteem?
- ☐ make the interview a pleasant experience for both of us?

If you cannot answer any of the questions above positively, think of strategies that will help you deal with an unsympathetic interviewer. If you feel ill-at-ease, it might be best that you don't agree to the interview.

Unless you have some experience with radio and television broadcasting, you will also need to rely on the interviewer to:

- ■ orient you to the physical setting
- ■ give you tips on how to use the microphone, and how to look at the cameras
- ■ allow you time for a warm-up or practice session

Negotiate these points with the interviewer to ensure that "being" on radio or TV will be a productive and pleasant experience for you.

Since often you cannot see or hear your audience's reactions when you appear on TV or radio, you may feel somewhat apprehensive. To overcome the feeling, you might try these suggestions:

- ☐ Assume that your audience is a person you like, someone who is interested in your subject.
- ☐ Arrange the content of your talk in the form of answers to questions which your audience might have. For example: "The reason we offered the program at noon is that . . . " or "What we did for fundraising was . . ."
- ☐ Record your voice in a practice interview with a friend or colleague. Hearing yourself speak will alert you to any mannerisms or pet phrases you might want to avoid during the interview.
- ☐ Change the pace of your speech. You might use a faster pace when you are listing items, giving details or illustrating your point with an anecdote. Use a slower pace when you are emphasizing a point or explaining terminology or a concept.
- ☐ Make sure that you are seated comfortably in front of the television cameras. Keep eye contact with the interviewer and when you look into the camera pretend it is a person and not an object.
- ☐ Relax. Speak normally and don't try to "act".

Perform Advisory Roles
F-6

From time to time, participants, colleagues, instructors, and other agency workers will approach you for advice. Community advisory groups may also ask you for consultation and rely upon your expertise and suggestions. Your role as an advisor requires skills in:

- ■ communication
- ■ gathering information
- ■ referring clients
- ■ assessing problems
- ■ solving problems

Advising Participants

Participants most often ask for advice because they need information about continuing education programs or career counselling. Your role here is to:

- ☐ obtain information about educational programs offered through your institution and other educational programs available to participants in your community
- ☐ familiarize yourself with other educational institutions in the region and in the Province
- ☐ keep your information organized and up-to-date
- ☐ determine what specific advice the participant needs
- ☐ communicate information to participants clearly and concisely

- ☐ refer participants to sources where they can receive detailed information
- ☐ refer participants to services where they can receive career and educational counselling. If there is no such service at your institution, you might consult with:

  - Open Learning Institute (OLI) regional counselling centres
  - Canada Employment counsellors
  - B.C. Ministry of Human Resources Counsellors
  - B.C. Ministry of Labour representatives

  Participants might also want to write to a counselling office at a neighbouring institution or to one of the provincial universities or institutes.

Since giving advice involves another person's need and your credibility as a professional, it can be a sensitive matter. The discipline and professional standard you set for yourself should help you decide when to give advice, and when to refer the person to someone else.

Often a legitimate response to a request for advice is:

> "I don't know, but I can try to find the information for you."
> or:
> "I don't know, but I can refer you to a source where you can get advice or counselling."

Advisory Role with Groups

Your participation in committees, group discussions, and meetings, often requires that you perform an advisory role. You might act as a group member, or in a special role as a resource person, discussion leader or facilitator. The following section describes ways in which you can deal effectively with groups.

Group Dynamics

A group is three or more people. To permit members of the group to communicate with each other, the group should not be larger than 15 or 20 persons. Communication between group members depends on many factors like:

- the members' feelings, attitudes, needs, and skills
- each members' perception of the group's objectives
- their expectations from each other
- the physical setting: seating arrangement, lighting, temperature, the time the group meets, and the duration of the meeting
- the group leader or moderator's style

Qualities of the Group Member

The behaviour of any one group member, can influence the way a group conducts itself as a whole. From your own experiences you have probably noted qualities among group members which either help or hinder the group's abilty to work together.

Exercise

Make a list of the qualities which you consider **negative** and **positive** in a group member. Explain what effect each type of behaviour would have on the group as a whole. Compare your list with the one we have created.

Negative Behaviour	Positive Qualities
1. M. dominates the group by giving long speeches.	1. M. is informed and can share information concisely.
2. M. makes a joke of every topic.	2. M. is sincere; believes that the purpose of the meeting is important.
3. M. doesn't like anything that anyone says.	3. M. is attentive to what others say; doesn't pass judgement quickly.
4. M. looks for an easy solution and wants to end the meeting as quickly as possible.	4. M. is flexible and willing to work out compromises.
5. M. wants to argue at length over every point.	5. M. is positive; can distinguish between detail and important issues.
6. M. doesn't contribute ideas; doesn't speak at all.	6. M. is creative and thinks of innovative solutions.
7. M. complicates the issue by talking about unrelated matters.	7. M. is articulate; speaks to the point.
8. M. sees the meeting as a socializing event; engages the person next to him/her in conversation or suggests that they break for coffee or lunch.	8. M. is friendly with other members but does not disrupt the meeting.
9. M. arrives 15 to 20 minutes late and expects a briefing of what has been discussed.	9. M. is considerate and punctual.
10. M. comes to meeting unprepared; has no agenda or minutes of the last meeting.	10. M. is organized; has read all mailed information and has made notes of what to say.
11. M. likes to see other members volunteer and carry out his/her ideas.	11. M. is active; takes on responsibility and finishes tasks on time.
12. M. vacillates; takes no stand; contradicts himself or herself.	12. M. is purposeful; has a consistent point of view.
13. M. gives incorrect information and does not admit his/her true motivation; manipulates other members.	13. M. is honest; may have strong convictions but expresses them openly and admits to bias or own motivation.

Group Decision Making Process

Most discussions you take part in deal with facts, issues, and problems which are important to a decision. At times you might have felt pessimistic about the group's ability to arrive at a decision.

Exercise

To help you improve the decision making process in groups you work with, try out the following exercise. From your experience, select an example of an unproductive group meeting:

- ☐ Write a brief description of the setting, the persons involved, and the group dynamics.
- ☐ Outline the factors which hindered the decision.
- ☐ Rank these factors in order of their importance.

- ☐ Suggest an alternate approach which would make a decision possible.
- ☐ Compare your suggestions with the ones described below.

Creative Problem Solving

Often a group fails to reach a decision because a negative approach emerges where the group cannot get beyond the position of "why these ideas won't work"?

The following list of "Roadblocks to Creative Thinking and Action" contains familiar phrases you have heard at committee meetings. In order to direct a planning committee towards a more positive approach, you should be prepared to identify the **positive**, instead of the negative aspects of an idea.

ROADBLOCKS TO CREATIVE THINKING AND ACTION

1. We tried that before.
2. Our place is different.
3. It costs to much.
4. That's beyond our responsibility.
5. That's not my job.
6. We're all too busy to do that.
7. It's too radical a change.
8. We don't have the time.
9. Not enough help.
10. That will make other equipment obsolete.
11. Let's make a market research test of it first.
12. We're too small for it.
13. Not practical for operating people.
14. The men will never buy it.
15. The Union will scream.
16. We've never done it before.
17. It's against company policy.
18. Runs up our overhead.
19. We don't have the authority.
20. That's too ivory tower.
21. Let's get back to reality.
22. That's not our problem.
23. Why change it? It's still working well.
24. The Executive Committee will never go for it.
25. What do they do in our competitor's plant?
26. I don't like the idea.
27. We're not ready for that.
28. It isn't in the budget.
29. Can't teach an old dog new tricks.
30. Good thought, but impractical.
31. Let's hold it in abeyance.
32. Let's give it more thought.
33. Top Management would never go for it.
34. Let's put it in writing.
35. We'll be the laughing stock.
36. Not that again.
37. We'd lose money in the long run.
38. We did all right without it.
39. Where'd you dig that one up?
40. That's what we can expect from staff.
41. It's never been tried before.
42. Let's shelve it for the time being.
43. Let's form a committee.
44. Has anyone else ever tried it?
45. What's the use?
46. Customers won't like it.
47. Too hard to sell.
48. I don't see the connection.
49. It won't work in our industry.
50. What you are really saying is . . .
51. Maybe that will work in your department, but not in mine.
52. Don't you think we should look into it further before we act?
53. Let's all sleep on it.
54. You're right — but . . .
55. You're two years ahead of your time.
56. We don't have the money, equipment, room, personnel.
57. You're not an engineer (buyer; machinist; planner; lawyer; inspector; company man; authority; old timer; manager; specialist; etc.)
58. You are an engineer (buyer; woman; new; late comer; machinist; etc.)
59. You just don't understand the situation.
60. Even the (American; English; Canadians; _____;) don't do it!

Leadership Styles

Another factor that will influence decision making in groups is the leadership style. There are three main styles that a group discussion leader may select from: the democratic, the autocratic and the laissez-faire.

Democratic Leadership with this style:

- The group makes policy decisions; the leader assists and encourages the members.
- The leader gives technical advice; the group makes the plans.
- The leader and the members function as peers.
- Members have satisfaction in making their own decisions.
- Emphasis on status decreases; emphasis on respect for others increases. Members earn status by their contributions.
- There is little stress on discipline; members take on responsibility through their own initiative.
- The leader has confidence in the members and their ability to achieve their objectives using their own resouces.

Autocratic Leadership: with this style:

- The leader makes all policy decisions.
- The leader makes all plans.
- The members may feel uncertain, frustrated or resentful about the leader's plans, standards or motivation.
- Members may compete with each other for status.
- Members mostly listen to the leader and inter-act little with each other.
- The leader gives direction to members and stresses discipline.
- The leader chooses members for selected tasks; they seldom take responsibility through their own initiative.
- Status comes from praise from the leader.
- The leader bears the responsibility if the wrong decisions are made.

Laissez-faire Leadership: with this style:

- The leader assists the group members with their plans, but only when they request help.
- The members have complete freedom to make policy decisions without asking the leader's advice.
- Members may not know what to do and lose interest or commitment.
- Members may compete with each other.
- Members may not accept direction or delegation from each other.
- The group may lack discipline and lose sight of its objective. The group may split into sub-groups, each with its own objectives.
- The group's achievements will depend directly on each member's commitment, self-discipline, and concern for the problem and for other members.
- The members may disagree on what the leader's role should be.

The leadership style you use may combine different elements from all three styles to suit the group's characteristics, function, and objectives.

Working with Advisory Comittees

Since you frequently work with members of the community, it is important that you have a clear understanding of their role in continuing education. While it is easy to say that maximum community participation is desired in almost all phases of your work, sometimes the constraints of

time and community resources will not permit this process to occur.

When you work with Advisory Committees you need to determine what responsibilities will be taken on by committee members. What decisions will you need to make independently of the committee? The involvement of advisory committees depends upon a number of factors:

- Expertise - does the group reflect the community?
- Involvement - how much of a part does each committee member play?
- Politics - who makes the decisions, and for what motives?
- Time - how long until the community can see the effects of the committee's influence?
- Continuity - are the same people who began the process there at its conclusion?
- Accountability - who is responsible to whom?
- Responsibility - will the committee members stay with the project or program?
- Consistency - when and how much support can be expected from the committee?
- Group size - how many members can be involved in decision making?
- Ownership - does everyone feel that they control the project?

You might find that the group's commitment will vary over time. A particular event in which participation is minimal (budget allocations, for example) can be separated from the overall process in which the members' participation is substantial. Some different ways that participation can be compromised include:

- The group leader makes a decision and then calls the committee together to inform them of the decision.
- The group leader presents data so that the committee can only arrive at a decision he or she has already made.
- The Red Herring: committee members are invited to make decisions that are minor or irrelevant.
- Ventilation: committee members may present any and all ideas but others will make the decisions.

To avoid the difficulties such as the ones above, it is important that you establish guidelines for the committee's role, in advance, and observe the guidelines.

Preparing Agendas

As a committee member or leader, you might be called upon to prepare agendas or minutes.

An agenda is an essential part of any meeting. It directs members to prepare for the meeting and helps to focus their discussion on specific topics. To be useful it is important for group members to receive the agenda **before** the meeting, not when they arrive.

An agenda should include the following items:

- ☐ Committee name
- ☐ Place, date, and time of the meeting
- ☐ Notes about minutes from the previous meeting
- ☐ Any unfinished items from the previous meeting
- ☐ List of new items

At the beginning of the meeting, the chairperson should consult with the group to see if they approve the agenda. If not, changes should be made.

Preparing Minutes

Minutes are reports of meetings. They vary, in form, from the kinds of reports discussed in unit F-1, insofar as minutes follow the order given to the topics in the agenda. Since minutes are the record of decisions made by the group, they need to be accurate, brief, and easily understandable.

Minutes should contain:

- ☐ Heading (Minutes of the Regular Meeting of the Planning Committee)
- ☐ Date
- ☐ Initial and last name of persons present
- ☐ Brief discussion on each item and the decision made
- ☐ Notice of Adjournment - (date, time, and place for the next meeting)

Minutes are signed by the recorder or the secretary. Unless the group wishes to record votes, decisions are recorded as:

"The group decided . . ."
or
"It was decided . . ."

In order to become the formal record minutes should be approved and amended (if necessary) at the next meeting.

Communicate Publicly
F-7

As a representative of an educational institution, you may be called to speak at public events. You might:

- ■ address a large assembly to announce your programs
- ■ welcome the public to an open house organized by your department
- ■ give an orientation address to volunteers or instructors
- ■ introduce a speaker at one of your programs

Preparing a speech, like preparing any written communication, requires careful planning:

- ☐ analyze your audience
- ☐ determine the objective for your speech
- ☐ organize your message
- ☐ prepare an outline
- ☐ write out the copy

If you have no experience in public speaking, you might be apprehensive about talking to a large group. Stage fright is a common experience to most of us. You might have already developed an approach to overcome your nervousness. If not, you might find the following suggestions useful:

- ☐ Think of your audience as a sympathetic and interested person who you know

- ☐ Try not to rely on reading notes. The more you research your subject and prepare the text, the more confidence you will have when you present it.
- ☐ Practice projecting your voice if you are concerned that the audience won't be able to hear you. Pretend you are speaking to the people in the back rows in the auditorium.
- ☐ Pause for a moment before you begin your speech. Look at your audience and let them look at you.
- ☐ Select an opening for your speech which you feel comfortable with and which will capture your audience's attention. Don't apologize for not being a good speaker and don't begin with jokes or witty sayings unless you are convinced they are effective.
- ☐ Ask the audience if they can hear you. If you use a microphone, don't blow into it to test if it's on and don't try to "swallow" it or it will distort your speech.
- ☐ Speak firmly with an even tone. Make sure that you don't drop your voice at the end of sentences or phrases. Some people will not be able to hear you.
- ☐ Look at your audience while you talk to them. Move your head and focus on different segments of the audience if you are speaking to a very large group.
- ☐ Use simple visual aids that can be seen by everyone. While writing on flipcharts and on the board, avoid talking to the visual aid. Use a pointer to demonstrate parts of a poster or a chart.
- ☐ Repeat questions from the audience to make sure that everyone has heard them.
- ☐ Time your speech when you prepare it. This way you know when to conclude.
- ☐ Conclude with a recommendation, a question, and a summary of the main points.
- ☐ Treat hostile questions politely and objectively. If the questioner is not satisfied with your response, don't engage in an argument; move on to the next question.
- ☐ After each speech, note any aspects that you wish to improve and any techniques that worked well for you.

Communicate Interpersonally
F-8

Earlier in this chapter we described communication as an activity, but interpersonal communication is a process, a complex one involving two parties: a **sender** and a **receiver.**

Whenever a sender communicates a thought, feeling, or intention it might not reach the receiver in the form which the sender intended. Often some barrier affects the message. The two most common barriers to communication are the way the sender expresses the message and the way the receiver perceives or interprets it.

We all communicate using symbols which can be verbal or non-verbal. Verbal symbols include language (both written and spoken) and non-verbal symbols include things like appearance and personal behaviour. Both types of symbols affect the message which is sent. They can complement each other to reinforce the meaning or they can conflict which makes the message appear to be ambiguous. In addition, symbols like words, for example, can convey two different types of meaning:

- **denotative meaning** which is the objective, literal meaning of the word, and
- **connotative meaning** which is the subjective or personal meaning attached to the word by the listener or reader.

For example, we all know the denotative meaning of the word, "cat". It is a furry, four-legged, domestic animal. But, perhaps you don't like cats, in which case, everytime you hear the word, it sets up a connotative meaning in your mind which you associate with unpleasantness and dislike for cats.

Besides the effect of denotative and connotative meaning, another factor which affects interpersonal communication is the context in which it occurs:

- Who is the speaker, writer, or source? How credible is the sender?
- What is the message?
- What do you perceive is the intent of the message?
- What relationship do you have with the sender?

The following case study illustrates how the relationship and the pattern of interaction between individuals can block effective comunication.

Case Study

Five months ago College 'X' hired a new CE programmer. A program assistant who has worked in the department for three years and enjoyed a harmonious and productive working relationship with the previous programmer, is experiencing difficulties with the new man. She feels that her work has become less challenging, she is given less responsibility, and her time is mostly spent on routine and disconnected tasks. When she tries to offer suggestions, the new programmer often replies, "No, that's not the right way to do it," or "I'll make a decision later." She feels that she has waited patiently for five months to allow the new programmer time to become familiar with his job and to gain confidence in his staff, but relations have become steadily worse and her patience has run out.

She asks the programmer if she can talk with him sometime this week. He insists on knowing what the meeting will be about. The assistant is embarrassed and hedges. The programmer tells her that a meeting this week will be impossible since he has a lot to do. "Maybe next week." The assistant declines to press the point.

Two days later, the programmer calls all four members of his staff to a meeeting at 3:30 pm. He begins by announcing his disapproval of the way the office space is used. He tells everyone to set aside two hours on Monday to reorganize the office to increase efficiency. The program assistant asks what changes he has in mind. His reply: "You'll see on Monday. I have played with some ideas and come up with some plans." The program assistant takes this comment as a typical put-down and cannot resist the comment, "The rest of us might have some ideas too!"

One of the part-time project workers wants to know whether the office changes will occur in the morning or the afternoon, since he works only in the mornings. The programmer smiles and says, "Well, you can make an exception for one day." The project worker responds angrily, "But I told you from the beginning that I can't work on Monday afternoons. I am taking a class."

The programmer finds these remarks a sign of the staffs' usual lack of cooperation. He starts explaining that they should stop looking for problems and become more cooperative. His purpose for rearranging the office space is to help them perform their work more efficiently. He is sorry if his intentions are misunderstood. After giving some further explanations, he notes that it is 4:30. He thanks everyone for listening and adjourns the meeting.

The program assistant returns to her desk more frustrated than ever. She decides that as soon as she can find another position, she will quit her job.

Review and Analysis

- ☐ Make a list of the communication problems that exist in this example. Put yourself in each person's place (program assistant, programmer, project worker). Jot down how you, in each role, would view the problem.
- ☐ What would have been your suggestions to improve the meeting between the programmer and program assistant?
- ☐ What are your suggestions for improving communication channels in the department? Specifically, what could be done to improve the staff meeting procedures and the decision making process?

Do your suggestions coincide with some of the points below?

- ■ The formal channels of communication in the department need to be guaranteed. The staff meeting should be organized to allow each member to participate, express suggestions and complaints. Everyone in the department should know how, as a team, to handle problems that affect any member of the group.
- ■ The program assistant has waited too long (3 months) to voice her views. She needs to have more confidence. Expressing a grievance is a positive step, keeping silent is not.
- ■ The programmer should be more sensitive to the needs of his colleagues.
- ■ The programmer should encourage his colleagues to voice complaints without feeling threatened.
- ■ A complaint is a symptom of a problem. Dismissing the complaint does not resolve the problem. If the programmer feels threatened or defensive, he will complicate the communication process.
- ■ The programmer needs to develop better skills in listening in order to promote a two-way communication process.

Negative Factors in Communication

A number of factors can interfere with effective communication both at the sending and receiving stages, including:

	Sending	**Receiving**
Semantic:	Use of ambiguous vocabulary Poor structure	Different denotative or connotative meaning

	Sending	Receiving
Non-Verbal:	Contradictory gesture, tone, or facial expression	Inability to observe gesture, tone, and facial expression
Physical:	Inadequate volume (voice) Poor format (writing)	External distraction Faulty hearing
Psychological:	Lack of confidence in communicating Hostility toward the listener or reader Emotional strain	Indifference Not listening Distrust Biased attitude toward the speaker or writer

Ways to Remove Negative Factors

You should know what your purpose is in sending a message. What is your motivation. A clearly defined purpose will help you to see whether you are facilitating communication as a two-way process or impeding it by moving in a one-way direction.

Facilitating Communication two-way process	Impeding Communication one-way process
Do you want to:	
☐ give or obtain information	☐ gain self-esteem
☐ elicit or offer cooperation	☐ discredit someone or an idea
☐ consult	☐ express resentment or anger
☐ share ideas	☐ defend your views or actions
☐ learn	☐ give orders
☐ clarify issues	
☐ give or obtain suggestions	
☐ resolve complaints	

A positive working relationship or a positive attitude toward the people with whom you communicate is necessary for effective communication.

- You might not agree with your audience, but you can approach disagreements with respect and understanding.
- Your credibility with your audience will increase if there is consistency between your behaviour, and the messages you are sending.
- Information about your audience's social, cultural, and educational background will help you select appropriate language tone, and format for delivery of your message.

Your attitude towards the subject matter can also influence how effectively you communicate. Remember to:

- ☐ check your information sources to establish that your knowledge, research, and preparation are thorough
- ☐ examine the evidence on which you have based your conclusions
- ☐ be aware of your own bias
- ☐ be prepared to modify your conclusions through communiation with others

Your relationship to those with whom you communicate will determine the criteria for choosing the type of language, gesture, and tone which you use. For example, in communicating:

- ☐ **with close friends or colleagues,** you can use a "short hand" form of communication because of your mutual trust, shared experiences, a common language, and a common sense of humour. Your tone can vary from serious, to lighthearted, to ironic, without much fear of misunderstanding.
- ☐ **with people outside your field,** your everyday terminology could appear to be nothing but jargon, and your usual mode of thinking could appear quite foreign to them.
- ☐ **with people in your department,** you should be aware of how they perceive your role and use appropriate language, tone, and gestures.

Effective Listening

Studies have shown that approximately 70% of our waking hours are spent in speaking, listening, reading, and writing. 40% of this portion is spent listening. Listening effectively is a skill which must be learned. The following elements can interfere with your ability to listen effectively:

- ■ What someone says will trigger other thoughts in your mind which block this message.
- ■ You lack interest in the topic or in the speaker.
- ■ You are too interested in your own reaction to what is said.
- ■ You think you know what the other person will say.
- ■ You interrupt the speaker too often.
- ■ You pass judgement before the other person has finished.
- ■ You are not attentive to the non-verbal forms of communication: tone, gesture, body language, and so on.
- ■ You don't understand the other person's cultural context: dialect, gesture, tone.

The following points can help increase your skill in listening:

- ☐ Focus on the topic from the beginning.
- ☐ Ask for clarification in a calm, encouraging way.
- ☐ Listen for the main idea.
- ☐ Ask for the details to be repeated if they are not clear.
- ☐ Listen to the emotional meaning as well as the content.
- ☐ Suspend judgement while the speaker conveys the message.
- ☐ Give a summary of the main points as you have understood them.
- ☐ Give the speaker an opportunity to comment or explain further.

SUGGESTIONS FOR FURTHER READING

Practice Communication Skills
F

Blicq, R.S. *Technically Write! Communication for the Technical Man.* Englewood Cliffs, N.J.: Prentice Hall Inc. 1972.

Guidelines for planning writing tasks, mechanics of writing, and examples of formal and informal reports.

Ford, Leroy. *Using Problem Solving in Teaching and Training.* Nashville, Tenn.: Broadway Press. 1971.

A step-by-step description of group problem solving.

Hasling, John. *Group Discussion and Decision Making.* New York: Thomas E. Cromwell Co., Inc. 1975.

Classification of groups, structuring group discussion, conducting a meeting, using persuasion in groups, and evaluating group discussions.

Oliu, Walter E., Brusaw, Charles T., Alfred, Gerald J. *Writing That Works: How to Write Effectively On the Job.* New York: St. Martin's Press, 1980.

Determining purpose for writing, structuring writing units, editing. Examples of letters, memos, proposals, job descriptions, forms, charts, and visual aids.

Reichmann, W.J. *Use and Abuse of Statistics.* Harmondsworth, Middlesex, England: Pelican Books. 1964.

Basic principles of sample selection, data accumulation and analysis. Examples of presented data: graphs, charts, figures.

Rosenblatt, S. Bernard, Cheatham, T. Richard, and Watt James T. *Communication in Business.* Englewood Cliffs, N.J.: Prentice Hall. 1977.

Principles and examples of communication in management information systems. Communication variables, barriers. Technical aspects of written and oral communication.

Wilcox, Roger P. *Communication at Work: Writing and Speaking.* Boston, Mass.: Houghton Mifflin Co., Inc. 1977.

Theory and models of communication. Interpersonal communication on the job. Message sending and receiving. Effective techniques of oral and written communication.

CONDUCT EVALUATION

G

CONDUCT EVALUATION
G

On any given day, you might ask yourself a number of questions like the ones listed below:

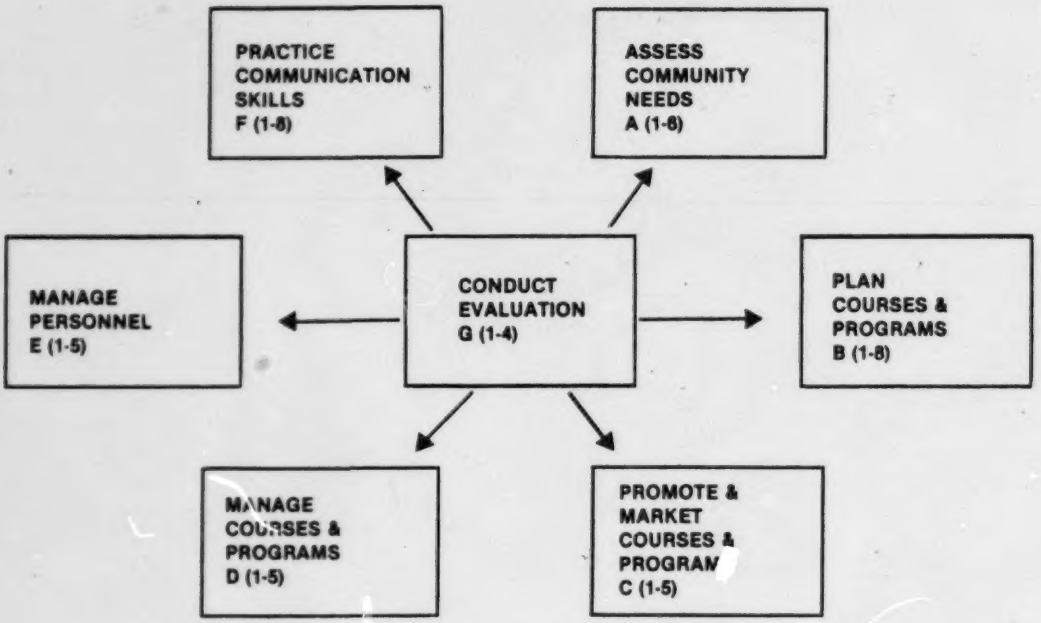
- ☐ I wonder if we should offer this course again?
- ☐ Why didn't we get a better response to our publicity for program X?
- ☐ Will this instructor be effective in teaching this particular group of adults?
- ☐ Are we spending too much money on this project?
- ☐ Are the instructional objectives realistic for this course?
- ☐ Have we allotted enough time for that program?
- ☐ I wonder how the instructor will test what participants have learned in this course?
- ☐ How can we know that we have achieved our objectives?
- ☐ Will these facilities be suitable for future programs?
- ☐ The participants liked the instructor and the course, but did they learn anything new?
- ☐ I wonder if my suggestions on curriculum revision were useful?
- ☐ What records should we keep for this pilot project?

Whether or not you realize it, you are conducting evaluation. Evaluation is a process which involves judging the value, or worth, of something. It is an activity which you will constantly be undertaking in your role as a programmer or coordinator.

If you were to analyze these questions and group them into categories, you would find that they fit into four main types which relate to:

- ■ Program evaluation
- ■ Course evaluation
- ■ Instructor evaluation
- ■ Self-evaluation

In fact, evaluation affects almost everything you do. If we were to plot the influence of the process on all the other activities described in the manual, what would result is a chart like the one below.


PRACTICE COMMUNICATION SKILLS F (1-8)
ASSESS COMMUNITY NEEDS A (1-8)
MANAGE PERSONNEL E (1-5)
CONDUCT EVALUATION G (1-4)
PLAN COURSES & PROGRAMS B (1-8)
MANAGE COURSES & PROGRAMS D (1-5)
PROMOTE & MARKET COURSES & PROGRAM C (1-5)

Your purpose for conducting evaluation is to gather, record, and interpret information as a basis for making decisions about programs. It will also provide useful information for other interested parties like:

- your department or institution which can use the data to assist in program planning
- co-sponsoring agencies which can judge the impact of programs which you undertake on their behalf
- other CE programmers who can learn from your experience
- instructors who can see the effect of their courses

Before you begin to design an evaluation plan, consider the following questions:

- ☐ What do I need to know?
- ☐ Why is this information important?

The first two questions help you focus on essential information and establish the context for the evaluation plan. For example, if a future decision on the program depends on a certain item of information, then you must include it.

- ☐ What are the sources of information?
- ☐ How can I ensure that the information is reliable?

These questions cover the main sources like records, pre-tests, and performance evaluations. Answers to them help determine the level of skill necessary for gathering information. For example,

If the questionnaire design or statistical interpretation seem complicated to you, you might decide to seek an expert's advice.

- ☐ who will conduct the evaluation?

You should determine at an early stage who will be available to advise and assist you in conducting the evaluation. Members of an advisory committee, representatives from the target group, a staff member from a co-sponsoring agency, an expert in conducting evaluations (volunteer or paid consultant), colleagues from your own department, and program instructors could form the evaluation team. Their help would be invaluable in designing the plan, implementing it, interpreting the data, and preparing the evaluation report.

- ☐ What resoures — funds, time, staff - are available to conduct the evaluation?

Evaluation is an important cost item (see **Prepare Budgets,** B-2) and should be included in your proposal. While volunteers from the evaluation team may contribute their time, resources such as typing, supplies, and computer time still mean real expenses for your department.

Evaluate Programs G-1 and **Evaluate Courses** G-2

Evaluate the Planning Process

The skills required to evaluate programs and courses are basically the same. It all begins at the planning phase and includes a review of all the steps including **needs assessment, program planning,** and **promotion.** Some of the important questions you might ask during the planning stages include:

- ☐ Does the program or course reflect a community need, or a need in your department or institution?
- ☐ Is this the right time to meet that need?
- ☐ Are there any possible negative outcomes from this course or program?
- ☐ Are the right people involved in planning the program (including members of the target group, specialists, other service agencies in contact with the target group)?
- ☐ Are the objectives stated clearly? Are they realistic given the resources, and time, available?
- ☐ Do the instructors have the training and experience to deliver the courses?
- ☐ Is the instructional design appropriate to the objectives?

Answers to these questions will help direct the planning process. You might include one or two of your colleagues who can give you a frank assessment of the weaknesses and strengths in the program.

Evaluate the Program

Evaluating your program or courses involves gathering information in three phases:

- while the program is in progress (called, formative evaluation)
- when it is completed (called summative evaluation)
- after a given period of time has elapsed following the program (called follow-up evaluation)

The following steps will be useful in designing an evaluation plan for any one, or all three, of the phases listed above:

- ☐ Make a list of all the questions you want answered about the effectiveness, value, benefit, and weaknesses of your program.
- ☐ Select those questions which are directly related to the objectives and to the management of the program (for example, the instructional techniques, the course schedule, the instructional resources, facilities, and so on.)
- ☐ Organize the questions into a format which makes them practical to administer to participants.
- ☐ If possible, pre-test the questions on a sample group to test for **validity** (do the questions ask the right thing?) and **reliability** (does everyone understand the same thing when they read the question?)
- ☐ Determine the best technique for administering the questions (you might choose to use a questionnaire, an interview, or a search of existing records).

To illustrate the process, we have designed a sample plan for evaluating a course. The sample questions relate to formative, summative and follow-up evaluation. You might not conduct a follow-up evaluation often, but it is included here as an example.

The overall evaluation plan should outline:

- what information you need
- what are the means for obtaining information (interviews, questionnaires, course and program observation, learners' pre-test and post-test results, financial, and other records)
- when the information will be gathered
- what action will follow the evaluation

Techniques for Gathering Information

Observation: Monitoring courses and programs is an essential part of formative evaluation. By observing the instructional process and participants' reactions you can make modifications which will strengthen the program. (See G-3, **Evaluate Instructors**.) Observation is also a means for evaluating the participants' performance as they acquire new skills.

Interviews: Interviews with participants or instructors can be useful sources for obtaining information. However, formal interviews can be time consuming and costly. The interview schedule (the questions) should be carefully planned, and interviewers should be trained to use a uniform method of asking questions and recording answers. They should also be trained to be impartial and not interject their own ideas during the interview. Informal interviews with small groups or individual participants can provide you with valuable information for a formative evaluation.

Questionnaires: This technique is used most frequently in all three types of evaluation: formative, summative, and follow-up. The return rate for questionnaires distributed while a program is in progess or just completed is higher than for mailed questionnaires. For mailed questionnaires

you need to add a motivator such as a persuasive covering letter or a self-addressed, stamped return envelope.

Questionnaire Design: Questionnaire layout and language should be carefully considered (See **Conduct Research,** A-5.) You might use different types of questions such as, true/false, multiple choice, fill-in-the-blank or, Likert-type attitude scales. It is important to allow adequate space for comments so that respondents can express their own views on items not included in the questionnaire. We have included two sample questionnaires used for evaluating courses and programs at different institutions. (See pp. 120-122)

Other sources such as attendance records, pre-tests, post-tests, and biographical material might be useful as well. However, in using such records, it is important to avoid overgeneralization or false cause and effect relationships.

Evaluation Procedure: Once the evaluation team has selected the technique for gathering information, the next steps are to:

- ☐ identify the tasks to be performed (for example, prepare the questionnaire)
- ☐ assign these tasks to team members or to staff
- ☐ sequence the tasks
- ☐ determine the dates when formative, summative, and follow-up evaluations will be completed for each course or program
- ☐ decide who will help with the interpretation of the data
- ☐ determine how the conclusions and recommendations will be presented

Evaluation Report: The form of the evaluation report will depend upon the specific purpose of the evaluation and the audience who will read it. A formal report like one produced for a funding agency, should include:

- ☐ title page
- ☐ table of contents
- ☐ cover letter (if the report is addressed to a specific person)
- ☐ terms of reference and a brief account of the methodology used. Include a description of who was involved, when and how the information was gathered.
- ☐ summary and conclusion: a brief account of the findings
- ☐ recommendations or results that would have an impact on future programs
- ☐ discussion in more detail, substantiating the conclusion and recommendations
- ☐ appendices: which include a description of the method and instruments (questionnaires, for example), showing the data on which the discussion, conclusions and recommendations are based

For informal reports, like ones for internal use by your department, follow the procedure established by your department. An informal report may only contain:

- ☐ the tabulated data
- ☐ a few lines on how the data were interpreted
- ☐ summary remarks of the findings
- ☐ special findings - weaknesses and strengths
- ☐ a copy of the questionnaire or interview schedule you used

EVALUATION PLAN				
What we need to know?	**Source of Information**	**Technique for Obtaining Information**	**When**	**a. Action Based on Information b. Type of Evaluation**
1. Is the course or program content suited to what the participants need to learn?	Participants	a. Questionnaire b. Group interview c. Individual interview	Soon after the course begins	a. convey information to the instructor; modify content, if necessary. b. **Formative**
2. Is the physical arrangement conducive to learning?	Participants Instructor	a. Questionnaire b. Group interview c. Individual interview d. Personal Observation	"	a. change location; improve lighting, seating, temperature. b. **Formative**
3. Will the course objectives be achieved?	Participants Instructor	a. Learning Evaluation b. Participants assess their own learning	At the end of the course	a. record data, analyze data; plan future courses based on evaluation findings b. **Summative**
4. Will the participants find the course useful, interesting, challenging?	Participants	a. Questionnaire b. Group interview c. Individual interview	"	a. record data, analyze data; plan future courses based on evaluation findings b. **Summative**
1. Will participants adopt the skills learned in the course?	Participants & their employers, family or other service agency staff	a. Questionnaire b. Interviews	Several months after the course	a. record data, analyze data; report findings to funding agency; plan future courses based on evaluation findings b. **Follow-up**
6. What impact will the course have on participants' jobs, health or behaviour?	"	a. Questionnaire b. Interviews c. Records: employment, health, etc.	"	a. record data, analyze data; report findings to funding agency; plan future courses based on evaluation findings b. **Follow-up**

CEDARBROOK COLLEGE

COMMUNITY EDUCATION EVALUATION QUESTIONNAIRE

The purpose of this questionnaire is to give you the opportunity to express your opinions on the quality of your college course and the effectiveness of your instructor.

We are asking for your thoughts and your suggestions regarding a course in which you are registered. Please respond to all the questions if possible. Do not sign your name. Return this form to the person who requested that you complete it. Constructive comments and criticisms will be of value, since this form will be read by the instructor concerned.

Thank you for your assistance!

Course name:_____ Instructor: _____

1. Did the instructor discuss the course objective and present a general course outline at the first session?
   Yes __ No ___
   Comments: _____
   _____
   _____

2. Did the instructor impress you as having the qualifications and experience to teach this subject?
   Yes __ No ___
   Comments: _____
   _____
   _____

3. Did the instructor appear to be well-prepared and organized to provide ample opportunities for learning throughout the course?
   Yes __ No ___
   Comments: _____
   _____
   _____

4. Did the class start and finish on time?
   Yes __ No ___
   Comments: _____
   _____
   _____

5. Did the instructor encourage good learning conditions and a relaxed atmosphere in class?
   Yes __ No ___
   Comments: _____
   _____
   _____

BEST COPY AVAILABLE

6. Did the instructor make changes in techniques or course content to meet the needs of the learners?

   Yes __ No ___

   Comments: _____

   _____

   _____

7. Would you attend future classes taught by this instructor?

   Yes __ No ___

   Comments: _____

   _____

   _____

8. Indicate which of these techniques your instructor uses effectively in class.

   ___ Lecture
   ___ Class Discussion
   ___ Class Demonstration
   ___ Small Group Teaching
   ___ Individual Teaching
   ___ Audio-Visual Presentations
   ___ Field-Trips
   ___ Student Resources

9. Indicate your assessment of the following factors as they affect your course.

	Excellent	Satisfactory	Poor
(a) Suitability of classroom space			
(b) Availability of equipment and supplies			
(c) Usefulness of books and materials			
(d) Coffee break facilities			
(e) Contacts with evening supervisors			
(f) Registration procedures			
(g) Advertising and other course information			
(h) General satisfaction with the course			

General Comments: _____

_____

_____

_____

_____

BEST COPY AVAILABLE

COMMUNITY EDUCATION DEPARTMENT
SCHOOL DISTRICT #207, WESTWIND, B.C.
STUDENT EVALUATION

Please Print

Course Name _____

Location _____

Mon. ☐ Tues. ☐ Wed. ☐ Thurs. ☐ Other ☐

Time: From _____ to _____

Number of sessions completed to date _____

Date _____

Instructor's Name _____

SECTION A

	Very Poor	Poor	Average	Good	Very Good
1. Does this course appear to cover what you expected?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. Are you satisfied with the course content so far?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. Generally speaking, are the program facilities adequate? E.g. Is there adequate lab time, adequate lab facilities, adequate field trips, adequate equipment for demonstration and practice, etc.?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Please add the sum of checked boxes for Section A _____ ☐

SECTION B

1. Are you satisfied with the instructor's knowledge in the subject area?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. Is the instructor able to relate his knowledge to your satisfaction?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. Does the instructor organize in order to maximize your time spent in night school?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4. How do you generally rate the instructor as a teacher?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Please add the sum of checked boxes for Section B _____ ☐

COMMENTS

_____

_____

_____

_____

White Copy - **Office** Coloured Copy - **Instructor**

BEST COPY AVAILABLE

Evaluate Instructors
G-3

One of the most important tasks as a programmer is to evaluate instructors. The process requires effective communication skills, and careful planning and preparation.

Your role as an evaluator begins when you recruit an instructor. Given the candidates' training, experience, motivation, and general characteristics, you make an evaluation judgement about their potential effectiveness as an instructor.

When you orient new instructors to the department and to the institution, you also begin to establish a working relationship with them. If this relationship is based on mutual respect and a common sense of purpose, the evaluation process should cause little or no sense of anxiety. The process works best if you and the instructor can accept it as a partnership in which both parties agree to work towards a common goal.

Your approach in evaluating instructors would be to:

- observe the instructional process
- recommend changes to the instructors which enhance learning
- advise the instructors on ways that they can assess their own effectiveness
- consult with them on their training needs
- direct them to sources of professional development

The instructors, in turn, can assist you in evaluating your effectiveness as a planner and manager. They should be encouraged to suggest ways to improve:

- the planning process
- program objectives
- facilities
- scheduling
- support services available to instructors

You should discuss the evaluation procedure with new instructors when you recruit them. Be sure to cover the following points:

- ☐ the purpose of evaluation
- ☐ who will evaluate them
  - the participants
  - CE Programmer/Coordinator (yourself)
  - other program instructors
  - the instructors themselves by using self-assessment tools
- ☐ when would observers be present
- ☐ when will the evaluation results be communicated to them
- ☐ how will you ensure that evaluations remain confidential
- ☐ what will be the outcome of evaluations (for example, professional development courses)

You should also give instructors specific information about your programs and your planning and managing procedure. Their evaluation of you might be less formal, but it should be no less carefully planned.

The following evaluation form developed by Gary Dickinson (p. 126-129) can be used as an instrument by;

- the CE Programmer/coordinators when they observe instructors
- instructors who assess other colleagues
- program participants

You might also encourage instructors to use self-appraisal checklists such as the one developed by Nick Rubidge.

LEARNING AND INSTRUCTIONAL INDEX

What is your instructional style? We all teach in a different way so there are no right or wrong answers!

Please examine each statement and circle the number that most nearly represents your AGREEMENT or DISAGREEMENT with the statement.

		Strongly Disagree			Neutral			Strongly Agree		
1.	I create a formal classroom atmosphere	1	2	3	4	5	6	7	8	9*
2.	I allow questions only at the end of the class	1	2	3	4	5	6	7	8	9*
3.	I let participants set their own objectives	1	2	3	4	5	6	7	8	9*
4.	I discourage adult students from using my first name	1	2	3	4	5	6	7	8	9*
5.	I am the obsolute authority on course content	1	2	3	4	5	6	7	8	9*
6.	I set definite standards on behaviour in my class	1	2	3	4	5	6	7	8	9*
7.	I discourage questions because they can lead the class off the topic	1	2	3	4	5	6	7	8	9*
8.	I conduct classes around the needs and skills of each participant	1	2	3	4	5	6	7	8	9*
9.	I make it clear that I am the authority in the class	1	2	3	4	5	6	7	8	9*
10.	I discourage participants from chatting during class time	1	2	3	4	5	6	7	8	9*
11.	I develop an informal classroom atmosphere	1	2	3	4	5	6	7	8	9*
12.	I let students set course goals	1	2	3	4	5	6	7	8	9*
13.	I preserve 'Law and Order' in the classroom	1	2	3	4	5	6	7	8	9*
14.	I am the only subject expert in the classroom	1	2	3	4	5	6	7	8	9*
15.	I let the participants decide what they want to learn	1	2	3	4	5	6	7	8	9*
16.	I encourage general class discussions	1	2	3	4	5	6	7	8	9*
17.	I use participants as 'content experts' whenever possible	1	2	3		5	6	7	8	9*

More information about these evaluation forms, including how to interpret the results can be found in Module 11 of the **Introduction to Teaching Adults** series (see the reference list at the end of this chapter).

BEST COPY AVAILABLE

Please rate this course on the following 17 items. Consider each item carefully, then circle the number that best represents the strength of your feeling about this course. If you feel that the item does not apply to this course, then circle "NA".

1. The instructor established a good rapport with the students in the class.
   1 2 3 4 5 6 7 8 9 NA
   Disagree very stongly — Disagree — Agree — Agree very strongly

2. The instructor encouraged students to express their ideas.
   1 2 3 4 5 6 7 8 9 NA
   Disagree very strongly — Disagree — Agree — Agree very strongly

3. The instructor made clear the basis for evaluation.
   1 2 3 4 5 6 7 8 9 NA
   Disagree very strongly — Disagree — Agree — Agree very strongly

4. The instructor seemed to enjoy teaching.
   1 2 3 4 5 6 7 8 9 NA
   Disagree very strongly — Disagree — Agree — Agree very strongly

5. The instructor showed interest in the subject.
   1 2 3 4 5 6 7 8 9 NA
   Disagree very strongly — Disagree — Agree — Agree very strongly

6. The instructor was helpful when students had difficulty.
   1 2 3 4 5 6 7 8 9 NA
   Disagree very strongly — Disagree — Agree — Agree very strongly

7. Within each session the material appeared to be well organized.
   1 2 3 4 5 6 7 8 9 NA
   Disagree very strongly — Disagree — Agree — Agree very strongly

8. The instructor made good use of examples to clarify material.
   1 2 3 4 5 6 7 8 9 NA
   Disagree very strongly — Disagree — Agree — Agree very strongly

9. The instructor was well prepared for the class.
   1 2 3 4 5 6 7 8 9 NA
   Disagree very strongly — Disagree — Agree — Agree very strongly

10. Preparing assignments increased my understanding of the course.
    1 2 3 4 5 6 7 8 9 NA
    Disagree very strongly — Disagree — Agree — Agree very strongly

BEST COPY AVAILABLE

11. The instructor gave assignments which were meaningful in terms of student needs and interests.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly				Disagree		Agree		Agree very strongly	

12. The instructor made an effort to know the students as individuals.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly				Disagree		Agree		Agree very strongly	

13. The objectives for this course were agreed upon by the instructors and the students.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly				Disagree		Agree		Agree very strongly	

14. The instructor respected the students' point of view.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly				Disagree		Agree		Agree very strongly	

15. The instructor dealt effectively with questions asked by students.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly				Disagree		Agree		Agree very strongly	

16. The instructor seemed to be well informed about his subject.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly				Disagree		Agree		Agree very strongly	

17. Over all, I would rate this instructor:

1	2	3	4	5	6	7	8	9	NA
Very poor		Poor		Average		Good		Very Good	

BEST COPY AVAILABLE

Conduct Self Evaluation
G-4

You probably have developed your own system for evaluating your own performance. There are many sources which provide you with information, including reactions, ideas, and suggestions from:

- participants
- instructors
- your supervisor
- other colleagues in your department
- members of advisory committees

In addition, you might also wish to conduct a skill proficiency analysis to determine which skills you need to develop further.

Using the CE Programmer/Coordinator Skill Profile designed for this manual, we designed a self-appraisal system that might be helpful to you.

Exercise

1. Using the chart on page 129, examine the enabling skills under each general area of competency (A-1, A-2, and on, to G-4).

2. Next, determine how important each enabling skill is to your effective performance as a CE Programmer/Coordinator by ranking each item 0, 1, 2, or 3 in column A.
   0 = not important
   1 = somewhat important
   2 = important
   3 = very important

3. Next, estimate your present skill level for each enabling skill by marking one of the following categories in column B.
   0 = not applicable
   1 = no improvement needed
   2 = some improvement needed
   3 = much improvement needed

4. When you have completed the items, add up the total for each and note it in the column on the right hand side. Review the chart and set the following priorities for your own professional development.

   - ☐ Work first on all the items with a value ranging from six to five
   - ☐ Set a longer term timetable to deal with all the other items with a value ranging from four to three

SELF APPRAISAL PROFILE ENABLING SKILL ITEMS	COLUMN A				COLUMN B				TOTAL
	Not Important	Somewhat Important	Important	Very Important	Not Applicable	No Improvement Needed	Some Improvement Needed	Much Improvement Needed	
	0	1	2	3	0	1	2	3	
A. Assess Community Needs									
1. Determine Community Structure									
2. Consult with Community Representatives									
3. Participate in Community Activities									
4. Conduct Formal & Informal Research									
5. Identify Community Needs									
6. Determine Priorities									
B. Plan Courses & Programs									
1. Prepare Proposals									
2. Prepare Budgets									
3. Advise on Curriculum Development or Revision									
4. Obtain Descriptions & Outlines									
5. Locate Facilities & Schedule Activities									
6. Recruit Instructors									
7. Obtain Supplies & Equipment									
8. Develop Instructional Resources									
C. Promote & Market Courses & Programs									
1. Identify Target Population									
2. Select Advertising Medium									
3. Prepare Advertising									
4. Place & Distribute Advertising									
5. Conduct Public Relations									
D. Manage Courses & Programs									
1. Register Participants									
2. Manage Budgets									
3. Manage Facilities									
4. Resolve Complaints									
5. Manage Administrative Detail									
E. Manage Personnel									
1. Orient Instructors									
2. Facilitate Instructor Training									
3. Provide Instructional Support									
4. Relate to Support Staff									
5. Manage Time & Workload									
F. Practice Communication Skills									
1. Write Reports									
2. Compile Statistics									
3. Process Forms									
4. Prepare Correspondence									
5. Conduct Interviews									
6. Perform Advisory Roles									
7. Communicate Publicly									
8. Communicate Inter-Personally									
G. Conduct Evaluation									
1. Evaluate Programs									
2. Evaluate Courses									
3. Evaluate Instructors									
4. Conduct Self Evaluation									

SUGGESTIONS FOR FURTHER READING

Conduct Evaluation
G

Dickinson, Gary. *Teaching Adults: A Handbook for Instructors.* Don Mills, Ontario: General Publishing Co. Ltd., 1973.

Chapter 6 discusses pre-assessment, post-assessment and the relationship between behaviour objectives and learner performance.

Fink, Arlene and Kosecoff, Jaqueline. An Evaluation. Primer Workbook: Practical Exercises for Educators. Beverly Hills, California: Sage Publications. 1978.

Planning, design, and management of an evaluation project. Exercises in formulating evaluation questions, instrument development, and data interpretation.

Fitz-Gibbon, Carol T. and Lynne Lyons Morris. *Program Evaluation Kit.* Beverly Hills: Sage Publications Inc., 1978.

Introduction to Teaching Adults:
"Using Evaluation Instruments" ..... Module 4
"Continuing Your Development" ..... Module 11
Ministry of Education, Post Secondary Dept., Victoria, B.C. 1980.

Practical information for instructors to evaluate learning and their own instruction.

Kirkpatrick, Donald L. *Evaluation of Training.* Craig, R.L. and Bittel, L.R. (eds.) New York: McGraw Hill. 1967. pp. 87-111.

An analysis of the four steps involved in evaluation: participants' reaction, what was learned, behaviour changes as a result of the evaluation, and results from the participants' changed behaviour.

Knowles, Malcolm S. The Modern Practice of Adult Education.
New York: Association Press. 1975.

Discussion and examples of the evaluation process in adult education.

B. Lund, and V. Battistelli. Project Design and Implementation Program Materials. B.C. Ministry of Education and the Centre for Continuing Education, U.B.C., Vancouver, B.C. 1979.

"Selecting, Designing and Implementation of Evaluations" (pp. 41-50) is an exercise to develop formative, summative and differential evaluations.

McGechaen, Sandy. *I.D. 101: Preparing for Instruction.* Centre for Continuing Education, U.B.C., Vancouver, B.C. 1979.

Unit VII deals with constructing evaluation instruments.

Program Planning Guide for Health Professionals. Department of Adult Education and Division of Continuing Education in the Health Sciences: U.B.C., Vancouver, B.C. 1978.

Section VII outlines evaluation procedures and provides sample evaluation questionnaires and sources for obtaining information.

Stufflebeam, Daniel L., "Evaluation as a Community Education Process," Educational Evaluation and Decision Making. Itasca, Illinois: Peacock Publication. 1971. pp. 3-34.

Definition, the variables, the subject, and the agents of evaluation.

INDEX

INDEX

Administration: 62
Administrative detail: 64
Adult counselling: 83
Adult Vocational Training Act: 28
Advertising copy: 50
Advertising placement: 51
Advertising plan: 49
Advertising qualities: 50
Advise on curriculum development & revision: 30
Advisory committees: 24, 48, 51, 71, 75, 88, 100, 104, 128
Agendas: 105
Audience: 92
Boards of trustees: 68
Brainstorming: 23
Budget constraints: 48
Budget preparation: 26
Budget sheet: 60
Climate for learning: 57
College principal: 68
Colleges & Provincial Institutes' Act: 67
Commitment: 22, 105
Communicate effectively: 62
Communicate interpersonally: 107
Communicate publicly: 106
Communication: channels, 4; definition, 91; in administration, 92; negative factors, 109; skills, 52; with community, 94
Community agencies: 85; attitude toward education, 6; contacts, 34, 71; development, 6; direct requests, 7; involvement, 2, 5, 7, 51
Community members: 48; meetings, 6
Community needs: 52; assessment, 1, 34, 46, 51, 73; identification, 12; identification workshop, 15; list, 13; resources, 4; rural, 2-3
Community service associations: 28
Community structure: 2, 5
Community - urban: 3
Community vocational rehabilitation service: 28
Compile statistics: 93
Conduct research: 6
Continuing education coordinator's role: 6, 16, 23, 51, 62, 71, 73, 85, 92, 100; contracting with external agencies: 28
Cooperation: 1, 69
Co-ordinator: 68
Corporation: 68
Course development costs: 26, 34, 60
Creativity: 22, 103
Credibility: 70, 108, 110
Criteria: 38, 24
DACUM: ii, 30
Data: unreliable, 8; tabulation 11
Deficit: 60
Delegation: 64, 86
Decision making: 7, 74, 102, 109
Departmental procedure: 75
Develop instructional resources: 37
Developing contract: 33
Development & demonstration fund: 28
Diploma in adult education: 83
Direct mail: 49
Director: 61, 68
Directory of special projects: 7
Directory of services: 4
Discussion process: 16
District superintendent: 68
Draft copy: 94
Educational process: 74; programs in the community, 100
Emphasis in writing: 92
Equipment: 62
Evaluation: 49, 51, 46
Evaluations (conduct): 115-132
Expenses: (see costs)
Facilitate instructor training: 82
Facilitator: 57, 101
Facilities: 35, 62
Fees: 45-47
Forms: 70, 76-81
Funding sources: 24
Goal statement: 32
Goals and objectives: 30
Government and private agencies: 71, 85
Graduate degree in adult education: 83
Grants: 28
Group dynamics: 101
Group members: 102
Information: 22-24, 52; demographic, 4, 7; exchange, 5, 6; inventory, 70; organization, 35; records, 71, 92; sources, 7, 46
Institution's policies: 61
Instruction: 32
Instructors: 62
Instructor's Diploma Program: 82
Instructors: recruiting, 35, 71
Instructor's handbook: 74
Instructional media: 40, 42, 62
Instructional: support, 85; techniques, 34, 40, 62
Interaction pattern: 108
Interviews: 8, 97
Job: descriptions, 73; interviews, 73; qualifications, 73
Language: choice, 50
Leadership styles: 104
Learning: climate, 58; outcomes, 38; tasks, 38
Letters: 96
Lighting: 62
Listening skills: 98, 111
Making lists: 47, 51
Manage: budgets, 60; courses & programs, 57; facilities, 61; personnel, 67; time & workload, 86
Management: 58
Manager: 57
Marketing mix: 47
Mediums: 45
Meetings: procedure, 109
Memoranda: 94
Message: 45, 48, 92, 107
Ministry of Education CE jingle: 48
Minutes: 106
Motivating participants: 40, 46, 49
Objectives: 5, 7; behavioral, 38; instructional, 38; writing, 32
Obtain descriptions & out-

lines: 32
Obtain supplies & equipment: 37
OLI: 16
Orient instructors: 74
Organizational skills: 34
Ownership: 74
Patricipants: 46, 58
Participate in community activities: 5
Perform advisory roles: 100
Physical setting: 58
Planning committee: 30
Planning process: 5
Practice communications skills: 91
Prepare advertising: 48
Prepare correspondence: 94
Prepare proposals: 22
Practices: 16, 61, 87, 99
Problem solving: 63, 103
Procedures: 70
Process forms: 93
Professional associations: 84
Professional standard: 101
Program: design, 37; development, 38; equipment; 35; management, 60; records, 46; assistants, 68
Programs: 68
Programing: public involvement, 52
Project system: 28
Project system: directory, 23
Promote programs: 45, 60
Proofreading: 50
Proposal formal: 24-25
Public: 45
Public relations: 51
Publicity media: 47
Public Schools' Act: 96
Purpose: 92, 94
Questions: types, 9, 118
Questionnaire design: 8-9, 119
Questionnaire sample: 9-10, 120-123
R.A.C.: 28
Reference: 70
Refresher courses: 82
Registration forms: 59
Register participants: 58
Registration information: 60
Regulations: rules, 70
Reports: evaluation, 7, 24, 119; persuasion, 92
Resource file: 5
Responsibility: 70
Resources: provincial, 16
Resolve complaints: 62
Salary rate: 75
Schedule design: 35
School district: 68
School Districts' Act: 82
Select advertising medium: 47
Select intructional resources: 38
Service: 45
Skill proficiency: 128
Statistics: 7; analysis of, 12
Styles: writing, 93, 96
Supervisor: 61, 74
Supplies: 62
Surplus: 60
Survey: formal, 7; methods, 8; planning, 9; skills, 7; test group, 9
Symbols: verbal & non-verbal, 108
Tally sheet: 11
Tasks: 64
Target populations: 7, 45-47
Team work: 60, 73
Temperature: 62
Theme: 49
Time management: 16, 87
Tone: 96
Trouble shooting: 57
Types of media: 47
Ventilation: 62
Volunteers: 51
Volunteer group: 75
Workshop plan: 15
Workshops and short courses in continuing education: 83
Write reports: 92

SPECIAL RESOURCES

This section has been set aside to provide space for copies of resource materials which are unique to your own institution.

These resources may include copies of policy handbooks, procedural statements, operational manuals or packages of administrative materials.

If you don't find any material in this section, see your supervisor who can direct you to sources of materials for this section.

CONTINUING EDUCATION MINI-RESOURCE LIBRARY

(as of January 1, 1981)

**Denotes Out-of-Print*	*Available From*
I. Policy Development	
A. Report of the Provincial Committee on Continuing and Community Education (1976)	Ministry of Education Division of C.E.
B. **Policy Statements:**	
1. Provincial Community & Continuing Education Policy (1980)	Ministry of Education Division of C.E.
2. Adult Basic Education Policy (1980)	" "
3. Community & General Interest Education Policy (1980)	" "
4. Special Education Policy (DRAFT) (1980)	" "
5. Native Indian Education Access Policy	" "
II. Statistical Reports	
A. **Annual**	
1. 1976-77 — C.E. Statistics Booklet*	Ministry of Education Data & Information Services
2. 1977-78 — C.E. Statistics Booklet	
3. 1978-79 — C.E. Statistics Booklet	" "
B. **Special**	
1. 1976 Census Data by School District & College Region	Ministry of Education Data & Information Services
III. Program Reports & Curriculum Resources	
A. **Adult Basic Education**	
1. *Reports:*	
(a) Adult Basic Education Discussion Paper (1979)	Ministry of Education Division of C.E.
(b) The Under educated of British Columbia (1979)	" "
(c) A.B.E. Directory of Programs of B.C. (1979)	" "
2. *Curriculum Resources:*	
(a) 'I CARE' Manual (1978)	Ministry of Education Division of C.E.
(b) Report on Cloze Procedures (1980)	
(c) Adult Basic Literacy Curriculum & Resource Guide (1980) — $5.00	Publication Services
(d) Bibliography of Leisure Reading for A.B.E. Students (1980)	Ministry of Education
(e) Teach Them the Way They Learn (1980)	Division of C.E.
B. **Special Education**	
1. Alternative Route — Curriculum for Mentally Handicapped Adults (1979) — ($35.00)	Ministry of Education Publication Services
2. Individualized Educational Program for Adults (I.E.P.A.) (1980)	Vancouver Community College King Edward Centre
C. **English Language Training**	
1. English as a Second Language Discussion Paper (1979)	Ministry of Education Division of Continuing Education

D. Community Education		
1. *Seniors*		
(a)	Pre-Retirement Education (1979) ($8.00)	U.B.C. Centre for Continuing Education
(b)	Effective Teaching & Programing for Older Adults (1979) ($1.75)	" "
2. *Family Learning*		
(a)	Single Parents (1980)	Ministry of Education Division of Continuing Education
(b)	Marriage Preparation Curriculum Materials (1980) ($6.00)	Ministry of Human Resources, Council for the Family
3. *Women's Programs*		
(a)	Discussion Paper on Women's Access Centres (1979)	Ministry of Education Division of Continuing Education
(b)	Discussion Paper on Non-Traditional Learning Programs for Women at B.C. Post Secondary Institutions (1979)	" "
4. *Miscellaneous*		
(a)	A Guide for Workshop Planners and Organizers (1979)	Ministry of Education Division of Continuing Education
IV. Special Reports		
A. Continuing Education Projects		
1.	Report of the Committee on the Assessment of the Continuing Education Project System (1978)	Ministry of Education Division of Continuing Education
2.	Project Design and Implementation Program Materials (1979)	" "
3.	Special Projects Directory (1980)	" "
4.	Using the Continuing Education Project System Creatively (1980)	Ministry of Education Division of Continuing Education
B. Miscellaneous		
1.	1980 Directory of Provincial Government Adult Education Programs & Services	Ministry of Education Division of Continuing Education

ADDRESSES:

Ministry of Education,
Division of Continuing Education
4th Floor — West Wing, 835 Humboldt Street,
Victoria, B.C.
V8V 2M4

Ministry of Education,
Data & Information Services,
Room 301 Douglas Building,
Victoria, B.C.
V8V 1X4

Ministry of Education,
Publication Services,
878 Viewfield Road,
Victoria, B.C.
V9A 4V1

Ministry of Human Resources,
Council for the Family,
Parliament Buildings,
Victoria, B.C.
V8V 1X4

Vancouver Community College,
King Edward Campus,
2750 Oak Street,
Vancouver, B.C.
V6H 3N2

U.B.C. Centre for Continuing Education,
5997 Iona Drive
Vancouver, B.C.
V6T 2A4